DOCUMENT RESUME

ED 049 850

RC 005 163

TITLE	Project NECESSITIES, Phase II. Volume IV: Economics--The Science of Survival.
INSTITUTION	Abt Associates, Inc. Cambridge, Mass.
SPONS AGENCY	Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
PUB DATE	Dec 69
NOTE	143p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	*American Indians, Cultural Background, *Cultural Factors, *Economics, Educational Resources, Evaluation, National Programs, Objectives, *Relevance (Education), *Secondary School Students

ABSTRACT

Phase II, Volume IV of the Project NECESSITIES reports contains the first unit of a series on practical economics for Indian students. The unit, Allocation of Resources, was field-tested in the fall of 1969-70 with 10th, 11th, and 12th graders in the Eagle Butte High School, Eagle Butte, South Dakota. The 16-activity version provided in the document was revised on the basis of responses from the 4 teachers and 146 students involved in field-testing. (LS)

ED049850

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

RECEIVED
JUN 23 1970
NMSU
E.R.I.C.

PROJECT NECESSITIES

PHASE II

VOLUME IV

ECONOMICS— THE SCIENCE OF SURVIVAL

December 1969

RC 005163

VOLUME IV

TABLE OF CONTENTS

PAGE

FOREWORD i

INTRODUCTION 1

UNIT--CONSUMPTION: ALLOCATION OF RESOURCES 11

  FOREWORD 11

  OUTLINE OF CLASSROOM ACTIVITIES 13

  GENERAL INSTRUCTIONS 19

  ECONOMIC WORKSHEET DEFINITIONS 21

  ECONOMICS WORKSHEET 24

  ACTIVITY NARRATIVES 29

FIELD-TESTING REPORTS 129

FOREWORD

This volume contains the first unit of a series of units in practical economics. The unit, Allocation of Resources was field tested in the late fall and early winter of 1969-70 in the Eagle Butte High School, Eagle Butte, South Dakota. The version that appears here was revised on the basis of response from the four teachers and 146 students involved. It will certainly undergo further revision as further piloting provides additional data.

The original version of this report contained the unit in the form in which it was first field tested. This version has been deleted in this edition in the interest of economy and readability.

ECONOMICS: THE SCIENCE OF SURVIVAL

INTRODUCTION

Studying economics in high school is particularly important for Indian students because they are caught between two cultures: the historical culture, which relies primarily on the natural environment for survival; and the contemporary culture, which, to function successfully, relies more on the interactions of men. As economics is primarily a study of relationships rather than facts, the unit helps teach students the relationship different cultural elements have with each other. By teaching skills for managing money and other resources, the unit prepares the student to manipulate money, rather than to be manipulated by it. Such skill will enhance the student's freedom to choose his own values and way of life.

The study of economics is concerned with both the individual and society. Thus the student learns how best to use his resources within the framework of his values, and how the society can most efficiently use its resources to deal with existing problems. The study of economics also aids in the development of capacities for abstraction and analytical thinking. Since each person is an economic being, and since the aggregation of these beings forms an economic system, the study of economics teaches abstraction from the specific to the general, as well as problem-solving that moves from the general to the specific.

Economics is also concerned with power relationships. When one studies economics, one learns about the power of the consumer (and when it does and does not exist), the power of the producer, and the power of the government. These powers and these groups are interrelated, as is the theory that deals with each. This theory is divided topically, however, to facilitate study. Economics: The Science of Survival is designed to study first the consumer, the concept most familiar to the student. It then studies the producer. The last two sections deal with government as an economic force, and with comparative economic systems.

Because students learn by doing, this curriculum teaches concepts by means of a series of activities which either simulate or are in fact real-life problems. As the students solve these problems, they can develop practical skills as well as theoretical understanding.

NOTES ON THE DEVELOPMENT OF THE UNIT: ALLOCATION OF RESOURCES

To begin this study of economics, an outline of four interrelated sections was developed, each section studying one of the basic economic concepts--consumption, income, the government as an economic force, and comparative systems. Although the following outline is designed to cover up to two years of study, it can also be divided for the use over a period of years.

General Outline of Concepts

I. PRACTICAL ECONOMICS--CONSUMPTION

    A. Allocation of Resources

        1. Tastes and Preferences

        2. Utility and Satisfaction

            a. Diminishing Marginal Utility
            b. Elastic and Inelastic Demand
            c. Advertising

        3. Scarcity

            a. Unlimited Wants
            b. Limited Resources

5

4. Consumers

5. Quality

6. Cost

    a. List Price
    b. Total Cost
    c. Opportunity Cost
    d. Tax
    e. Postage
    f. Time
    g. Risk

7. Economic Needs

8. Distributors

9. Goods, Services, and Rent

10. Budget

11. Alternatives

    a. Complements
    b. Substitutes

B. Pricing

1. Supply and Demand

    a. Elastic--Luxury
    b. Inelastic--Necessity

2. Comparative Shopping

    a. Competition
    b. Monopoly
    c. Alternatives

        1. Substitutes
        2. Complements

3. Exploitation--Limited Knowledge

C. Money

1. Advantages vs. Barter

2. Budgeting

3. Value--Inflation

- D. Substitute Money
  - 1. Checking
    - a. Banking
    - b. Loans
      - 1. Interest
      - 2. Multiplier
  - 2. Credit
    - a. Interest
    - b. Credit Cards
    - c. Credit Unions
    - d. Defaulting
- E. Mechanics
  - 1. Reading Charts
  - 2. Filling Out Forms
  - 3. Possibility of Error

II. PRACTICAL ECONOMICS--INCOME

- A. Self-sufficiency vs. Cooperation
- B. Employment
  - 1. Types of Employment
  - 2. Job Hunting
    - a. Training
    - b. Experience
    - c. Letters
    - d. Résumés
    - e. Applications
    - f. Interviews
    - g. Salary
    - h. Fringe Benefits (Immediate and Long-range)
    - i. Acceptance and Rejection
  - 3. Comparative Employment Standards
    - a. Promptness
    - b. Dress
    - c. Motivation

        4. Holding or Losing a Job
            a. Reasons
            b. Consequences

    C. Land

        1. Leasing

        2. Sale

        3. Farming and Livestock

        4. Natural Resources

        5. New Cities (Neighborhood Institutions, i.e., School)

    D. Production

        1. Business

        2. Incorporation

        3. Stocks and Bonds

        4. Profit

        5. Profit Maximization

        6. Economics of Scale

        7. Diminishing Returns

        8. Labor Relations

        9. Unions

    E. Investment

    F. Welfare

III. THE GOVERNMENT AS AN ECONOMIC FORCE

    A. Fiscal Policy

    B. Monetary Policy

IV. COMPARATIVE ECONOMIC SYSTEMS

A. All Systems

    1. Must Answer the Questions

        a. What is produced?
        b. How is it produced?
        c. Who produces it?
        d. To whom is it distributed?

    2. Production Possibility

    3. Circular Flow

B. Village

    1. Home

    2. Other Villages in the United States

    3. Foreign Villages

C. Tribal

    1. Home

    2. Other Tribes in the United States

    3. Foreign Tribes

D. Other Economies

    1. Capitalist

    2. Socialist

    3. Communist

E. Difference Between Open and Closed Economy

F. The World as an International Economy

Commentary on the Outline

I. CONSUMPTION

A. Allocation of Resources

The first sub-unit, which has been completed and follows below, deals with the practical economics of the student as a consumer. Consumption is demonstrated by simulation, using a Montgomery-Ward catalog. Activities which analyze advertising techniques are included to give students an awareness of external pressures that stimulate consumption. The student is given hypothetical personal and village situations that require purchasing activity. The guidelines for each activity vary to emphasize different sub-concepts. By using the catalog, the student also gets practice in reading charts and filling out forms. An analogy is drawn between the student as a normal consumer and the student facing a survival situation, to demonstrate the necessity and relevance of resource allocation.

B. Pricing

The second unit will provide opportunities to learn how prices are determined. By examining village shops, trading posts, and other sources of goods besides the mail-order catalog, the student becomes aware of the price effect of supply and demand, and of competition or monopoly.

C. Money and Substitute Monies

Since money is the consumer's most widely used medium of exchange, it will be the third unit. The use of money is compared with barter, and certain Indian tribes are used as examples of both systems. The concept of substitute monies is then introduced. The student is given a sample checkbook and taught how it is used and how the banking system functions. The teacher continues to tie this into the theme of the student as a consumer and therefore stresses the individual's use of credit and the implication of the interest rate.

II. INCOME

Since the previous section on Consumption deals with the need and desire to own goods, it is appropriate to move to a unit on the resource earner. This section includes the different means of obtaining income. In the portion on employment, the practical tools of job hunting are taught, such as training, experience, letters, résumés, applications, interviews, salary, fringe benefits (immediate and long-range), and acceptances and rejections. Also included are lessons comparing employment standards of promptness, dress, and motivation in both historic and current inter-cultural situations. The reasons for and consequences of holding or losing a job are then covered. This section ties in with the first sub-unit on resource allocation by actual budgeting exercises which demonstrate how income can be managed.

III. GOVERNMENT AS AN ECONOMIC FORCE

The third section of the course in economics studies the role of the government in the economy. By government is meant local, regional, and national governing bodies, with appropriate analogies for foreign countries. The government has been mentioned throughout the previous lessons when taxes and welfare have been discussed. There is need, however, to clarify the active role the government has in the functioning of an economy. For this, fiscal and monetary policy are defined and demonstrated.

IV. COMPARATIVE SYSTEMS

Since the type of economic system which works in a given locality is a function of the role of the government in that area, a study of different economic systems follows logically from a study of a government's role in an economy. This final section teaches how different societies use different combinations of income-earning techniques to solve the general economic problem of what is produced, by whom, and how. This section also helps balance the value judgment of a consumer-oriented economy introduced via the mail-order catalog, by examining the values of different societies and how those values presuppose the answers each chooses to its economic questions.

This section begins with a study of the student's own village economy and how it functions. Other North American village economies and foreign village economies are then studied. The same format is then enlarged to deal with tribal economies. From there the students study other forms of economies: capitalist, socialist, and communist. This leads to the distinction between a closed and an open economy. The culminating section is, therefore, a discussion of the world as an economic system.

NOTES FOR FUTURE DEVELOPMENT

Future development of the economics unit will be guided by:

1. Knowledge and skills needed by the students for effecttive functioning in the "market place," as determined by Indian leadership, the Project NECESSITIES staff, and cooperating teachers.

2. Concepts and outline of the overall Development Plan K-12.

Using these inputs, the existing conceptual outline for a year of study can be modified or changed. Added to it also will be practical activities relevant to Indian students, enabling them to learn through experience those concepts and skills deemed necessary.

It is hoped that in the future teachers working with Project NECESSITIES will help to develop curricula for use in their schools which will incorporate relevant teaching techniques with the skills and concepts from the economic theatre.

A further development process will be the creation of K-6 material to introduce appropriate concepts and vocabulary. Future high school units should be able to draw from this bank of experience to study more thoroughly how the market place works.

UNIT--CONSUMPTION: ALLOCATION OF RESOURCES

FOREWORD

During the developmental stage of this unit, Mr. Stewart Munz, Principal of the Eagle Butte Elementary and Junior High School on the Cheyenne River Sioux Reservation in South Dakota, read the outline and asked if the material could be used in the high school. The first unit was reviewed in outline form by the Tribal Education Committee and approved on its recommendation by the Executive Committee of the Tribal Council. Since each Sioux child receives a Sioux Benefit on his or her 18th birthday from Federal trust funds (this year the benefit amounts to $1,287.87 each), there is general agreement among local educators and tribal leaders that students should have some practical experience in managing money prior to receiving the benefit.

Because of the specific interest on the part of the Cheyenne River Sioux tribal leaders, the first unit of the section on Consumption: Allocation of Resources, has been completed and field-tested in nine classrooms of the Eagle Butte High School. These nine classrooms contain all the students in the 10th, 11th, and 12th grades.

Allocation of Resources, uses a mail-order catalog as a major tool. At Cheyenne River Montgomery Ward donated the catalogs, plus a $100 gift certificate to the school for use with this subunit. The students are given a series of guidelines and are asked to "purchase," by simulated order blanks, all the clothing and furnishings for a family of five. The students also devise a monthly budget for the family. The unit takes six weeks to complete. Two of the activities in the unit are concerned with advertising pressures which persuade consumers to buy. In the six-week period the unit uses two games, a series of slides, transparencies, hypothetical guidelines from the Tribal Council, order blanks for the catalog, a gift certificate, and the work sheet of economic terms.

The unit does not have a pre-test from which numerical data can be collected. The skills to be taught here, how to budget money comprehensively and wisely, are qualitative rather than quantitative. Any test that introduced the intent of the unit would, to some extent, invalidate the surprise elements built into it. The purpose of this gradual unfolding of information is to allow the students to discover inductively, as they would in the market place, the problems involved in handling money. This gives them a chance to develop the necessary skills to cope with allocation problems of their own. The post-test is essay type, which relies on the perceptiveness of the teacher in grading.

project NECESSITIES

ECONOMICS: The Science of Survival

TITLE: Practical Economics--Consumption

UNIT TITLE: Allocation of Resources

LEVEL: High School

SUGGESTED LENGTH: Five to six weeks

OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equip-ment	Narrativ detail o page no
1	1-2 Hr.	Students learn definition of economics. Students play a game to learn to use an index Concepts: Index Classification Definition	Pencils Index game	none	30
2	1 Hr.	To familiarize the students with the catalog, the teacher gives each student 1 hour to write down what he would like and its page number. Concept: Quantity	Catalog "Goods Needed and Wanted" Forms Pencils	none	42
3	2-3 Hrs.	Students look up the prices and add them to the previous day's list. Record on charts and discuss types of wants to illustrate how likes and values, tastes and preferences, vary. Concepts: Utility, diminishing utility, tastes and preferences, practical needs, psychological need	Transparencies 1 & 2 "Goods Needed and Wanted" Form from previous activity Catalog Pencils Individual Classroom Charts	OH	44

project NECESSITIES

ECONOMICS: The Science of Survival

TITLE: Practical Economics--Consumption

UNIT TITLE: Allocation of Resources

LEVEL: High School

SUGGESTED LENGTH: Five to six weeks

OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equip-ment	Narrati detail o page n
4	3 Hrs.	To learn about the influence of advertising the students play a game.	Pencils Paper Advertising Game Tape	TR	55
5	1 Hr.	To expose the students to various advertising devices the teacher shows slides. Concepts: Advertising Commercial	Slides	SP	73
6	2-3 Hrs.	Using the catalog, students working in committee furnish a house, clothe a family or select the kitchen equipment as they like. Concepts: Unlimited Wants Value System Goods Consumer	Letter from Tribal Chairman Envelope with Memorandum #1 Floor Plan and Forms Catalog Pencils	none	86

project NECESSITIES

ECONOMICS: The Science of Survival

TITLE: Practical Economics--Consumption

UNIT TITLE: Allocation of Resources

LEVEL: High School

SUGGESTED LENGTH: Five to six weeks

OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equip-ment	Narra detail page n
7	1 Hr.	To learn to rank goods in order of preference, students number their selections in the column for priorities. Concepts: Priorities Utility	"Goods Needed and Wanted" Forms from previous lessons Pencils Memorandum #2 Transparency #3	OH	95
8	1 Hr.	Students fill out order blank, compute tax and postage, correct their own forms. Skills: Filling out forms Computing tax and postage	Catalog Order Forms Memorandum #3 Pencils Completed Order Form	None	100
9	2 Hrs.	Students are introduced to amount of money by tribal letter. From previous list, students determine how much and what they can have. Concepts: Scarcity Limited Resources Natural Resources Human Resources Allocate Opportunity Cost	Memorandum #4 "Goods Needed and Wanted" Forms from previous lessons Pencils	none	105

TITLE: Practical Economics--Consumption

UNIT TITLE: Allocation of Resources

LEVEL: High School

SUGGESTED LENGTH: Five to six weeks

OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equipment	Narrati detail page n
10	1 Hr.	Students compare lists. To demonstrate that goods vary in quality as well as price, the teacher displays two objects of varying quality borrowed from the Trading Post. Concept: Quality	Completed forms from previous lessons Two similar objects which vary in quality, borrowed from the Trading Post	none	109
11	2-3 Hrs	Students fill out catalog order blank for their "family," read sizing charts, compute tax and postage, compare list price with the total cost. Concepts: List Price Total Price	Catalog Order Forms	none	113
12	2 Hrs.	Students write a story of a survival exercise to become aware of economics needs. Draw an analogy between this and a family's needs. Concept: Economic Needs	Pencils Paper	none	114

TITLE: Practical Economics--Consumption UNIT TITLE: Allocation of Resources

LEVEL: High School SUGGESTED LENGTH: Five to six weeks

OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equipment	Narrativ detail o page no.
13	1 Hr.	Students list other needs of this new family in this new house. Divide list into catalog and non-catalog goods. Where and how much are non-catalog goods? Concepts: Economic Needs Different Distributors	Memorandum #5	none	116
14	1 Hr.	Students write a monthly budget. Concepts: Cost Goods Services Rent Budget Fixed Costs	Pencils Memorandum #6	none	119
15	1 Hr.	Discussion of complementary goods and comprehensive budgeting. Students re-examine their lists. Concepts: Complementary Goods	Previously Written Budgets Pencils	none	122

project NECESSITIES

ECONOMICS: The Science of Survival

TITLE: Practical Economics--Consumption

UNIT TITLE: Allocation of Resources

LEVEL: High School

SUGGESTED LENGTH: Five to six weeks

OUTLINE OF CLASSROOM ACTIVITIES

Activity Module Number	Suggested Length of Activity	Title and Description of Classroom Activity	Materials for Classroom Activity	Equip-ment	Narrati detail c page n
16	2-3 Hrs.	Students write an essay to apply economic concepts to other environments. Concepts: Scarcity Economic Needs Allocation of Resources	Pencils Paper Essay Questions	none	123
17	2-3 Hrs.	Students make actual purchases for the classroom with shares of a gift certificate from the catalog. Concepts: Pooled Resources Time Lag	Memorandum #7 Gift Certificate Shares Catalog Pencils Catalog Order Forms	none	126

General Instructions

This sub-unit covers Consumption, Allocation of Resources (I, A) on the outline. The tools employed are a worksheet of economic terms, the Ward's (Sears, Spiegel or J. C. Penney's) catalog, hypothetical guidelines from the tribal council or village elders, slides, transparencies, two games and a gift certificate.

The terms in the worksheet are arranged chronologically as they appear in the lessons. The teacher should direct the students to define the terms as they are covered in each activity. A completed worksheet is provided for the teacher, but he should encourage the students to express the definitions in their own words. The vocabulary words can be dealt with at the close of an activity. Alternative ways of working with the continuous introduction of new vocabulary are suggested below.

1. A vocabulary bee -- divide the class into teams to compete against each other in defining the terms

2. A verbal review of vocabulary words used in past lessons to preface a new activity.

3. A written review--instruct the students to use the words that the teacher provides in sentences that clearly relate their meanings

Each activity teaches a specific concept, but does not necessarily do so in one class period. Several days may be needed to complete some of the activities, or two activities may be completed in one day. This sub-unit is estimated to last approximately five to six weeks.

Since the narratives are tools rather than regulations, teachers are encouraged to expand or alter the material in any way they feel would be beneficial to the students. It is hoped that teachers will keep notes of any changes or additions to aid in review of the material.

ECONOMICS WORKSHEET DEFINITIONS

Economics--the study of what is produced, how, for whom and by whom

Index--an alphabetical list of the contents of a book, in this case the catalog, to be used as a locational guide.

Classification--a arrangement of items into categories

Organize--in this case, to distribute tasks efficiently

Division of Labor--distributing the tasks of one job among many people, each person having his own task

Quantity--amount; how many

Tastes and Preferences--individual liking and choice

Utility--practical or psychological value; satisfaction

Diminishing Utility--shrinking in usefulness, as when the satisfaction or utility to the owner of duplicate objects is less than the satisfaction to the owner who only has one similar object

Practical Need--that which is necessary to maintain life

Psychological Need--that which is necessary to increase enjoyment of life

Advertising--any method of attracting public notice to the desirability of commercial products for sale

Commercial--a method of advertising which uses the television or radio

Unlimited Wants--the infinity of society's needs and desires

Needs--those things necessary to sustain life or the enjoyment of life; what is necessary varies from person to person and from society to society

Value System--those things or ideas which a person or society considers important and desirable

Good--an item produced and sold

Consumer--one who buys something to use or a service for his benefit

Priority--the order in which goods or ideas are needed and wanted; a ranking

Tax--a compulsory payment to the government for its support, in this case a sales tax, a percentage of the price of a good paid to the government, which adds to the cost of a good

Postage--payment in exchange for shipping goods or mail

Scarcity--lack; insufficiency

Limited Resources--resources that could be used up, are not infinite

Human Resources--human labor and ideas

Natural Resources--that which is part of nature used by man for his benefit, for example, oil and timber

Allocate--to divide or ration available resources in order to satisfy as many needs and wants as completely as possible, satisfying the most important ones first

Real Price--the real goods, time, pleasure, etc. which must be sacrificed or "spent" in order to obtain the high priority choices

Quality--the characteristics of anything that determine its value

List Price--the price the store charges

Total Cost--the price the consumer pays which includes list price, tax, and any other costs

Economic Needs--those needs which can be satisfied by physical objects such as food, clothing, and shelter

Distributors--any store, catalog, or person that sells goods, thus distributing them among the community

Complementary Goods--goods that belong together functionally or habitually

Services--labor performed for the benefit of others, in the economic sense, in return for payment

Rent--a payment to the owner for use of an object or land

Budget--a plan for allocating money over a given period of time

Fixed Costs--those payments which must be made regularly, usually every month

Pooled Resources--resources of many people used to purchase one good or investment

Time Lag--the time that passes, in this case, between purchase and ownership

ECONOMICS WORKSHEET

Economics ____

____

Index ____

____

Classification _______________________________________

____

Organize ____

____

Division of Labor ____________________________________

____

Quantity ____

____

Tastes and Preferences _______________________________

____

Utility ____

____

Diminishing Utility __________________________________

____

Practical Need _______________________________________

____

Psychological Need ___________________________________

____

Advertising

Commercial

Unlimited Wants

Needs

Value System

Good

Consumer

Priority

Tax

Postage

Scarcity

Limited Resources

Human Resources ____

____

Natural Resources ____

____

Allocate ____

____

Real Price ____

____

Quality ____

____

List Price ____

____

Total Cost ____

____

Economic Needs ____

____

Distributors ____

____

Complementary Goods ____

____

Services ____

____

Rent ____

____

Budget____

____

Fixed Costs____

____

Pooled Resources____

____

Time Lag____

____

WHAT IS ECONOMICS?

Economics is more than just a study of money. It is the study of

what one person and all people make
how they make what is made
who makes things
who receives what is made

It is the study of people who make things and people who buy things.
It is the study of the rich and the poor (and the in-between).
It is the study of how people survive and how people live.

Why is it important to study this?

You make things and buy things.
You are rich or poor or in-between.
You survive, you live.

If you understand how you live, what powers you have and what powers others have, you can begin to control your life and make decisions, rather than have decisions made for you. You learn skills that can prepare you to help groups of people make decisions to better their lives.

You will understand many issues in the newspapers and learn what you can do about them. For instance:

1. Economic impact of the war in Vietnam; its continuation; its end.
2. Termination or not of the reservation.

Consider with these two issues the following: inflation, economic development, taxation, credit control, consumer protection, boycotts, labor problems, poverty and riots.

Why begin with the study of consumption or buying?

You buy things.

Have you ever bought something you didn't want?
Have you ever said, "I don't have anything to wear" when you have some clothes?
Did you every buy something that was not as good as you thought it would be?
Did you know that it is predicted that in 1970, teenagers in this country will spend twenty billion dollars? $200,000,000,000! (Which is a stack of new dollar bills 125 miles high.)

Consumer education will teach skills to help protect you against disappointment and frustration--will teach how you, as a consumer, are important.

A NOTE TO THE TEACHER ABOUT THE USE OF THESE NARRATIVES

The following narrative is not meant to be a strait-jacket!

On the contrary, the narrative of classroom activities has specifically been written in the past tense so that you can "look in" on another teacher's classroom and see the way she chose to teach these materials.

There is no way to replace the critical role that teacher and student imagination play in making the classroom a place of real learning.

You may find that some activity modules will take two or three times as long as suggested. Others may take less time. You may also find that some of the activities need to be revised to meet the specific needs of your students: their cultural background, their individual capacities, and their previous learning experience.

The Project NECESSITIES staff hopes that as you "write" your own narrative in the day-to-day interchange in your classroom, you will share with us new ways that you and your students have found to make the following activities come alive. Perhaps in later versions of the narrative, others can benefit from your creativity.

ECONOMICS : THE SCIENCE OF SURVIVAL

SUB-UNIT CONSUMPTION - ALLOCATION OF RESOURCES

ACTIVITY ONE

At the end of this activity, students should be able to:

1. identify and define classes of goods,
2. demonstrate a knowledge of the difference between general and specific classifications,
3. use the index.

Narrative

The teacher passed out the paper defining "economics." He explained that the Ward's catalog would be the beginning "textbook" for the unit on Consumption.

The teacher then enlisted the aid of several of the students to help pass out the Ward's (Sears, Spiegel, or J.C. Penney's) catalogs and pencils to each student. He explained that Ward's is a mail-order catalog. By using a mail-order catalog, one can order a variety of goods directly from factories and warehouses and receive these goods in the mail. The teacher instructed the students to flip through the pages and tell him items they saw for sale. To demonstrate the difference between specific goods and classes of goods, the teacher listed on the blackboard, in what appeared to the students to be arbitrary columns, the items the students mentioned. In actuality, however, the teacher had classification headings in mind. He was listing all clothing items in one column, all furniture in another, all sports equipment in another, and so forth. Musical instruments, car equipment, household appliances, luxuries, and miscellaneous were some other column headings used.* Student interest was retained as the students tried to figure out what the teacher was doing. After establishing a number of columns containing several items, the teacher asked the students to decide on titles or classification headings for these columns.

This column classification provided an introduction to the use of the index. The teacher showed the students where the index was located and explained how it helped save time in looking for a specific article. He explained how little girls' dresses would be found under "dresses, little girls" and demonstrated how to find it. He asked the class to look up "boots" and find out how many different kinds of boots Ward's sells. He explained that specific items are indented under general headings in outline form.*

---

*Throughout this unit, an asterisk indicated expansion or revision due to field-testing. For specific comments, see field-test results, this volume.

The teacher then introduced a "thumb race" that would teach the students how to use the index themselves. The class was divided into six teams of five students each. The teacher found it convenient to do this alphabetically. (Another method of dividing the class into teams is to have students draw groups of five names from a box.) Some teams had only four members. One student was enlisted to help the teacher check the cards.* The teacher then handed out a set of instructions to each student which explained that the object of the game was to run a relay race that involved choosing a team name and finding page numbers of designated items in the catalog. The race began with students choosing a name for their team, writing it on a card, taking the card to the teacher, and receiving in exchange the first of a series of five cards which list catalog items. The teacher recorded the team names on the board and kept each card on his desk to begin a pile of cards for each team.*

The student runner returned to his group and the team looked up the page numbers in the index. There were no instructions as to how the teams should organize their research effort, in order to let them find for themselves the most efficient manner of looking up the items. The students returned the card to the teacher in exchange for another. The teacher compared these cards with a correct card that was provided. If there were mistakes on the students' card, it was returned in the next round. The first team that correctly finished and returned all five cards was the winner.

When every team had completed the race, the teacher first asked the students if there were any items on the cards that they did not know, and instructed the students to look them up. For example, some students did not know what time payments were. The teacher then asked the winning team why they won. This led to a discussion of speed, organization, and in some instances, double checking. The teacher asked if they found it faster to work in groups, as a team, rather than working alone. They then discussed the efficiency of working together and division of labor. The teacher asked if they knew who developed the assembly line technique and what was the significance of its introduction. The answer was that Henry Ford first used the assembly line to mass-produce automobiles. The significance of factories and mass-production was discussed and debated by the students.*

THUMB RACE INSTRUCTIONS

This "thumb race" takes the form of a relay race. The race will be to find page numbers for designated items listed in the catalog.

1. Each team is to choose a name.

2. The name of each team is to be written on the card that has been provided.

3. A student is to deliver the card to the teacher, and receive in return the first of a series of five cards that list catalog items.

4. The team must organize itself in research efforts to look in the index for the correct numbers of pages on which the items can be found.

5. A member of the team is to record the correct page numbers and return the card to the teacher in exchange for another card. The second card is also to be filled out. If the first method of organizing the team does not work well, the team should try another. The second card is to be returned to the teacher for a third and so forth.

6. As each card is returned to the teacher, the teacher will check for errors. If there are any, the card will be returned for corrections when the student runner approaches for another list.

7. The first team to return all cards filled out correctly is the winner.

TEACHER'S COPY

Team Name

Team Name

Team Name

Team Name

Team Name

Team Name

TEACHER'S COPY
cosmetics pp. 198, 199
time payments
pp. 1431, 1434
skis pp. 1086, 1087
crib mattress
pp. 456, 457, 459
electric appliances
pp. 914-921

__________TEAM NAME
cosmetics__________
time payments__________
skis__________
crib mattress__________
electric appliances__________

__________TEAM NAME
cosmetics__________
time payments__________
skis__________
crib mattress__________
electric appliances__________

__________TEAM NAME
cosmetics__________
time payments__________
skis__________
crib mattress__________
electric appliances__________

__________TEAM NAME
cosmetics__________
time payments__________
skis__________
crib mattress__________
electric appliances__________

TEAM NAME
cosmetics__________
time payments__________
skis__________
crib mattress__________
electric appliances__________

TEACHER'S COPY
riding boots p. 614
monthly payments
pp. 1431-1434
dining room table
pp. 670,671,688,689
gas stove
pp. 980-984
zoom scope sights
p. 1069

__________TEAM NAME
riding boots________
monthly payments____
dining room table___
gas stove___________
zoom scope sights___

_________TEAM NAME
riding boots________
monthly payments____
dining room table___
gas stove___________
zoom scope sights___

_________TEAM NAME
riding boots_______
monthly payments___
dining room table__
gas stove__________
zoom scope sights__

_________TEAM NAME
riding boots______
monthly payments___
dining room table__
gas stove_________
zoom scope sights__

_________TEAM NAME
riding boots______
monthly payments___
dining room table__
gas stove_________
zoom scope sights__

TEACHER'S COPY
sewing machines_____
pp. 344, 345
pup tents__________
p. 1098
hand tools__________
pp. 1360-1376
vacuum cleaners_____
pp. 992-995
pie pan____________
p. 926

__________TEAM NAME
sewing machines_____
____
pup tents__________
hand tools__________
vacuum cleaners_____
pie pan____________
____

__________TEAM NAME
sewing machines_____
____
pup tents__________
hand tools__________
vacuum cleaners_____
pie pan____________
____

TEAM NAME
sewing machines___
____
pup tents_________
hand tools________
vacuum cleaners___
pie pan___________
____

__________TEAM NAM
sewing machines___
____
pup tents_________
hand tools________
vacuum cleaners___
pie pan___________
____

__________TEAM NAM
sewing machines___
____
pup tents_________
hand tools________
vacuum cleaners___
pie pan___________
____

TEACHER'S COPY

alarm clock p. 872

hand towels pp. 901, 903, 905, 906

farm wagon tires p. 1207

bead curtains pp. 778, 779

archery equipment p. 1075

__________TEAM NAME

alarm clock__________

hand towels__________

farm wagon tires__________

bead curtains__________

archery equipment__________

__________TEAM NAME

alarm clock__________

hand towels__________

farm wagon tires__________

bead curtains__________

archery equipment__________

__________TEAM NAME

alarm clock__________

hand towels__________

farm wagon tires__________

bead curtains__________

archery equipment__________

__________TEAM NAME

alarm clock__________

hand towels__________

farm wagon tires__________

bead curtains__________

archery equipment__________

__________TEAM NAME

alarm clock__________

hand towels__________

farm wagon tires__________

bead curtains__________

archery equipment__________

TEACHER'S COPY

shipping information
p. 1425____________
bed sheets__________
pp. 842-846________
kitchen tools_______
p. 914_____________
auto turn signals___
p. 1132____________
corduroy yard goods_
pp. 331, 338_______

__________TEAM NAME

shipping information
____
bed sheets__________
____
kitchen tools_______
____
auto turn signals___
____
corduroy yard goods_
____

__________TEAM NAME
shipping information
____
bed sheets__________
____
kitchen tools_______
____
auto turn signals___
____
corduroy yard goods_
____

__________TEAM NAME
shipping information
____
bed sheets__________
____
kitchen tools_______
____
auto turn signals___
____
corduroy yard goods_
____

__________TEAM NAME
shipping information
____
bed sheets__________
____
kitchen tools_______
____
auto turn signals___
____
corduroy yard goods_
____

__________TEAM NAME
shipping information
____
bed sheets__________
____
kitchen tools_______
____
auto turn signals___
____
corduroy yard goods_
____

ACTIVITY TWO *

At the end of the activity students should be able to:

list objects and where they are located to demonstrate familiarity with the Ward's (Sears, Spiegel, J.C. Penney) catalog.

Narrative

For this lesson the students received both the catalog and forms for listing items and their page numbers. The teacher told the students that they would be using the catalog often during the coming weeks. The teacher also handed out a worksheet of economic terms to be learned in this unit. The first two, "index" and "classification" came from the previous lesson. He asked the students to fill in definitions for these two terms and explained that by the end of the unit the entire sheet would be filled. Today they should take the period to list those items they would most like to own themselves or give to others. Next to each item they should list its page number for future reference. The teacher explained that if they had any trouble finding something in the index, they should raise their hand and he would help them.

The students spent the rest of the hour listing objects and their page numbers.

*(In more advanced classes, Activities Two and Three are combined.)

Name______________ Date_________ Class______

Goods Needed and Wanted

Good	Quantity	Page Number						
Totals								

ACTIVITY THREE

At the end of the activity, students should be able to:

1. demonstrate an awareness that different goods purchased give the owner different types of utility or value, by checking "utility" columns,

2. demonstrate an awareness that the utility to them of each consecutively owned similar good disminishes by examining the number of items in their "quanity" column,

3. demonstrate an awareness that people's tastes and preferences vary by charting and comparing the different items each class member has chosen.

Narrative

The teacher passed back the students' lists and asked them to fill in as the title of the third column, "price per item" and the fourth column, "total price." The teacher showed the students a completed form on the overhead projector. The teacher then explained that the students, using the page numbers as reference, should look up the prices of the objects they had chosen the day before and total them.

After having totaled the monetary value of the goods, the students were asked to title three more columns, "practical," "enjoyable," "practical and enjoyable," and above these three column headings, write the overall title "utility." The teacher again demonstrated a completed form with a transparency on the overhead projector. The teacher asked the students to think about why they had chosen the goods on their list and why their list might be different from their neighbor's list. The teacher explained that these column titles represented some reasons people buy things, for practical need or for enjoyment. Many objects can fulfill both needs. The teacher asked each student to put a check in the column that he thought best described why he chose the item.

(In an advanced class, the teacher went deeper into the theory. He explained that very rough synonyms for "practical" and "enjoyable" are "necessary" and "luxury." These two terms refer to two types of demands that consumers make which economists call inelastic and elastic. An inelastic demand is one which will not change very much even if prices of the good demanded go up or down. If the price of bread or cigarettes changes, people will still tend to buy the same amount as before. A good that has an elastic demand, such as color TVs, will be bought in greater quantity should the price fall.*)

The teacher told the students that they would compile this information on two large charts which he taped to the board. Each student was given small copies of these charts. The students were asked to pick the three items that they wanted least. Each student then told the teacher which items these were and under which "utility" column they should be recorded. They also recorded the price.

The reasons make up the economic idea of utility, that goods give utility or satisfaction to the owner. Utility is the practical or psychological value a good gives the owner. The teacher then asked the students to look at their quantity column. "How many students chose many of one particular item?" he asked. Not many. This is because, the teacher explained, one item gives great utility or value to the consumer, but once it is owned, the second of the same item is not wanted as much. This means that the utility of each consecutive article purchased diminishes. For example, if you had no shoes, one pair of shoes would give you much utility but the second pair owned simultaneously would give you less utility compared to the first. One half of each chart was devoted to data collected from the girls and the other half to data collected from the boys. After all the data was gathered, the prices were totaled and the students saw whether the girls or boys preferred more expensive goods.

The teacher initiated a discussion of varying tastes as seen in the charts with the following questions:

What goods contribute to the increased cost of the more expensive list?

Why do boys (or girls) tend to prefer these goods?

Would the girls like to own the boys' items? Why not? (Because their tastes and preferences are different.)

Would the boys like to own the girls' items? Why not?

Who prefers more practical goods? Why? (Because their tastes tend toward the practical.)

Who prefers more enjoyable goods? Why?

Who prefers a combination?

Is it easy to decide which goods are practical and which are enjoyable?

Is it easy to decide why you bought the goods you bought?

What other reasons can you think of for buying things you have bought?

At this point the class and teacher tried to think of many possible reasons for variance of tastes and preferences. Some suggested reasons were that people buy things to perform certain functions; because they saw someone else who had something they did not have; because of the color; because of advertising; etc. No matter what the initial motivation, however, goods are bought because of their real or imagined utility to the consumer, the satisfaction, practical and enjoyable, they will give him. Utility is both functional and psychological. It varies from person to person; thus , provides an opportunity to explore and catagorize why people's tastes differ.

Name____________ Date_________ Class_______

Goods Needed and Wanted

Good	Quantity	Page Number	Price per item	Total Price				
Totals								

Name_____________ Date_________ Class_______

Goods Needed and Wanted

Good	Quantity	Page Number	Price per item	Total Price	Utility			
					Practical	Enjoyable	Prac. and Enjoy.	
Totals								

Three Goods Wanted Most

Girls

Practical	Price	Enjoyable	Price	P & E	Price
Sub Totals					

Total Number of Goods_____ Total Price_____

Three Goods Wanted Most

Boys

ractical	Price	Enjoyable	Price	P & E	Price
Sub Totals					

Total Number of Goods______ Total Price______

Three Goods Wanted Least

Girls

Practical	Price	Enjoyable	Price	P & E	Pric
Sub Totals					

Total Number of Goods______ Total Price______

Three Goods Wanted Least

Boys

ractical	Price	Enjoyable	Price	P & E	Price
ub otals					

otal Number of Goods______ Total Price______

ACTIVITY FOUR

At the end of the activity, students should be able to:

1. demonstrate an awareness of the influence of advertising by producing and responding to advertising.

2. record their reactions to advertising.

Narrative

The class began with a short review of why people buy what they do. The teacher then told the class that they were going to play a game to demonstrate how advertising works to influence the public's purchasing needs and tastes.

The teacher divided the class into the following teams, the divisions being arbitrary:

a. 3 teams of sellers--6 people per team

b. 12 buyers--loyal to no team

(It is also possible to have only 2 teams of sellers and fewer people in each team, or more teams with more members. Another alternative is to combine two classes if the classes are small.*)

After the teams were established, the game was explained. Each of the selling teams would consider themselves a "selling agency"--a store, trading post, department store, etc. Each team would give a name to the agency (Western Trading Post, Harry's Dry Goods, and so on). The three teams were competitors, each team attempting to sell as many of its goods to the buying public as it could. The team that sold the most goods would win the game.

The three teams were each given an identical set of cards which consisted of pictures of different salable products and a set of sales slips. On each card was a picture of the product and a price. The sellers were not allowed to alter the price of the product. They were told that each card represented a product that was available in unlimited quantity and size, so that they could sell as many products as people would buy.

The cards contained the following items:

a.	beaded moccasins	$20.00
b.	record--Round Dance	$ 7.00
c.	jerky--14 oz.	$ 5.00
d.	fringed Pendleton shawl	$15.00
e.	incense (pinon scent)	$11.00

Each team was to work as a group, pretending to be advertisers responsible for selling these products to the public. As a group they were to devise whatever advertising approaches they could think of, using available materials (crayon, paints, construction paper, etc.), to persuade the public that their items should be bought, and not those of the other two stores. The group began working out their separate strategies, recalling newspaper, radio and TV advertising approaches or methods.

The 12 buyers were presented with sets of money cards. Each set contained the amount of $50.00--one $20, one $10, two $5, and ten $1. Each buyer was to purchase whatever he believed had been most persuasively advertised, as long as the total cost did not exceed $50.00. The buyers did not have to spend the entire $50.00. They could make purchases from one store or many. Each of the stores would be selling the same set of items at the same costs, but their advertising techniques would be different.

While the selling teams were planning their advertising campaigns, the buyers were grouped together in a corner of the room to listen to a tape. The tape contained five different advertising speeches. Each of the speeches emphasized a particular tone of voice, a "speaking style," that might or might not appeal to the listening public. The point of the tape was to make the sutdents aware of the effect that the advertiser's voice may have on the appeal of the product. Many of the sellers in the game would be trying to persuade the buyers to buy their items with a speech about the product. The buyers would be paying attention to what the advertisers would say. The tape, however, would encourage them to be sensitive to how the speaker's voice might work for or against him.

The segments on tape emphasized the following distinctions in voice tone:

a. overselling in an intimidating way
b. soft-selling in an unconvincing way
c. a sincere, confident appeal
d. a voice with an irritating sound
e. using humor as an advertising weapon

After the buyers listened to the tape, the teacher led a discussion about distinctions in voice tone. He wanted to know if the students were sensitive to this aspect of a presentation; if they would be critical of the sellers from this point of view. He discussed each of the segments separately:

> Do you have a positive or negative reaction to this sales "pitch"? Why?
>
> What did you like or dislike about the tone of the speaker's voice?
>
> Would you be persuaded to buy the product? Why or why not?

By this time (or the next day, after an evening planning session), the sellers had decided how they were going to advertise each of the items. The buyers seated themselves facing the front of the room.

Each group was instructed to sell the articles in the same order--moccasins, record, jerky, shawl, incense. The three stores set up their displays, posters, fake TV screen, etc. As the member, or members, from the first team presented the first item, the member, or members, from the other teams who were to present the same article left the room. They returned when that presentation had been completed. After the first item was "advertised" by each "store," each store presented the second item on the list (while each seller of that item from the other teams left the room), using whatever means they had thought of to convince the buyers that their product was more appealing than the same product in the other stores.

As the sellers presented each of the products to the buying public, the buyers made notes as to which presentations were the most persuasive. They also attempted to determine why they thought one presentation was more effective than another.

When the sales speeches had ended, the buyers approached the stores with their money, and talked to the members of the teams who had been appointed salesmen by the group. A student who wanted moccasins from the first store handed the salesman the money and the salesman wrote the customer a sales slip for his imaginary purchase.

Students who had been shy made formal presentations to the class. The real advertising and persuasion, however, took place in the informal buying activity. The students even developed their own credit and layaway policies.

When the buying had ended, the teacher asked the entire class to be seated. He asked each buyer to read to the class from his sales slips what he had bought, how many, and the store from which he had bought. This information was recorded on the board under each team's name. The highest number of items sold in each category was circled and the team with the most circles won.

	No. Sold		
Type of Article	Team 1	Team 2	Team 3
moccasins	////	/	
record	//	卌	//
jerky	卌 /		///
shawl	//	/	////
incense	////	//	///

The teacher brought the activity to a close with a discussion of the aspects of the advertising campaigns that most successfully influenced the buyers. The buyers were asked to refer to the comments that they had jotted down after each of the sales "pitches"; he asked the following questions to guide their approach to the discussion:

What devices were effective in persuading you to buy?

How might a seller have improved his approach?

Did anyone feel he was buying for any reason other than being persuaded by the advertising?

What commercials on radio or TV could you recall that you especially liked?

As students gave examples to the last question, the teacher asked them why it was that such a commercial was so appealing. As he accepted an explanation, he noted it on the blackboard. He had in mind the variety of approaches listed below, but wanted to elicit as many of these as possible from the examples given by the students. He was not concerned that the students learned the technical names to the more subtle approaches to advertising, but did want them to be able to recognize the devices when confronted with them. The discussion provided several of the possibilities in the list, but many of the students' answers overlapped. He was content with the incomplete list on the blackboard, for he knew that the slide pictures of the various advertisements, when shown later, would suggest other techniques to the students.

1. Testimonial--an important personage testifies that he has used a product; the buyer says to himself, "If he

uses it, it must be good." The personality may actually know nothing about the quality of the product.

2. Appeal to the senses--pictures or sounds used to appeal to the senses; i.e., the buyer begins to "taste" the food and is motivated to buy.

3. Transfer--a good-looking or well-dressed man or woman sells the product; the buyer associates the product with someone good-looking or admirable and imagines that when he uses the product he will become like that person.

4. Bandwagon--language that suggests that "everyone" or "all the people" are doing it or buying it. The buyer does not want to be left out, or does not want to appear "out of it," even to himself, so he buys the product.

5. Plainfolks--an ad shows an average person recommending the product; the average buyer identifies with that person and takes his advice.

6. Glittering generality--an ad uses words like "best," "great," "whiter than white," "the only"--claims to greatness that have no substantiation in fact, but because the buyer is bombarded with words that have positive associations, the buyer receives a positive impression of the product.

7. Appeal to romance or fantasy--white knights, green giants, supermen, are featured in a commercial. Products are attributed with unreal features and powers, but the buyer associates these powers with the product anyway.

8. Humor--people tend to remember, or at least have a positive association, with an ad that makes them laugh; when they remember the ad, they think of buying the product.

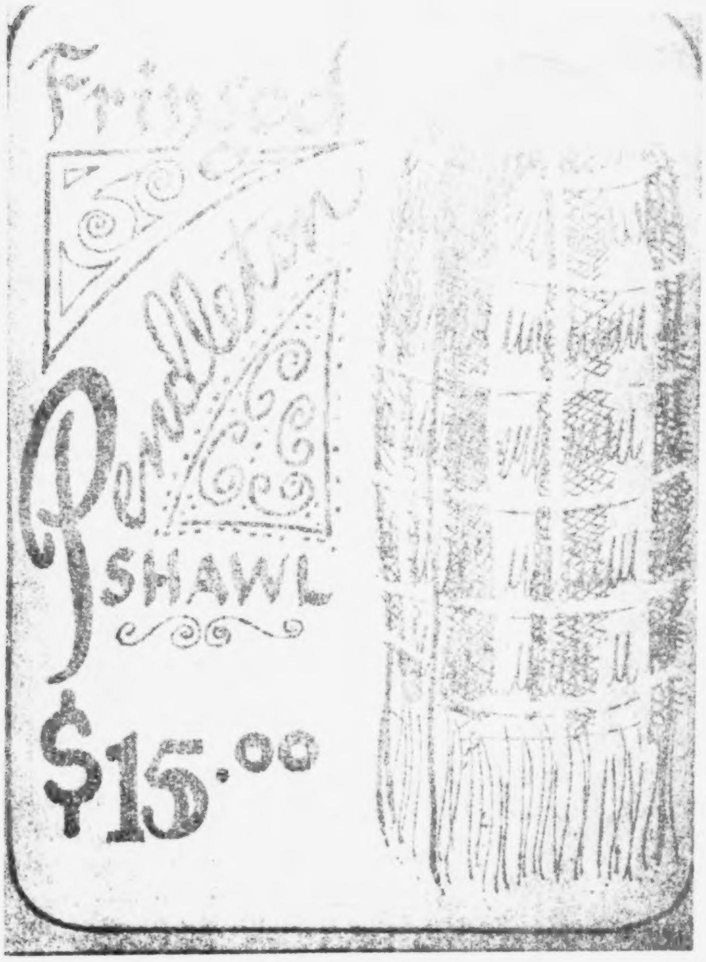
9. Statistics--buyers tend to be impressed by statistics, or what seem to be valid information about the product; an appeal to logic works, but the buyer should make some attempt to validate the information.

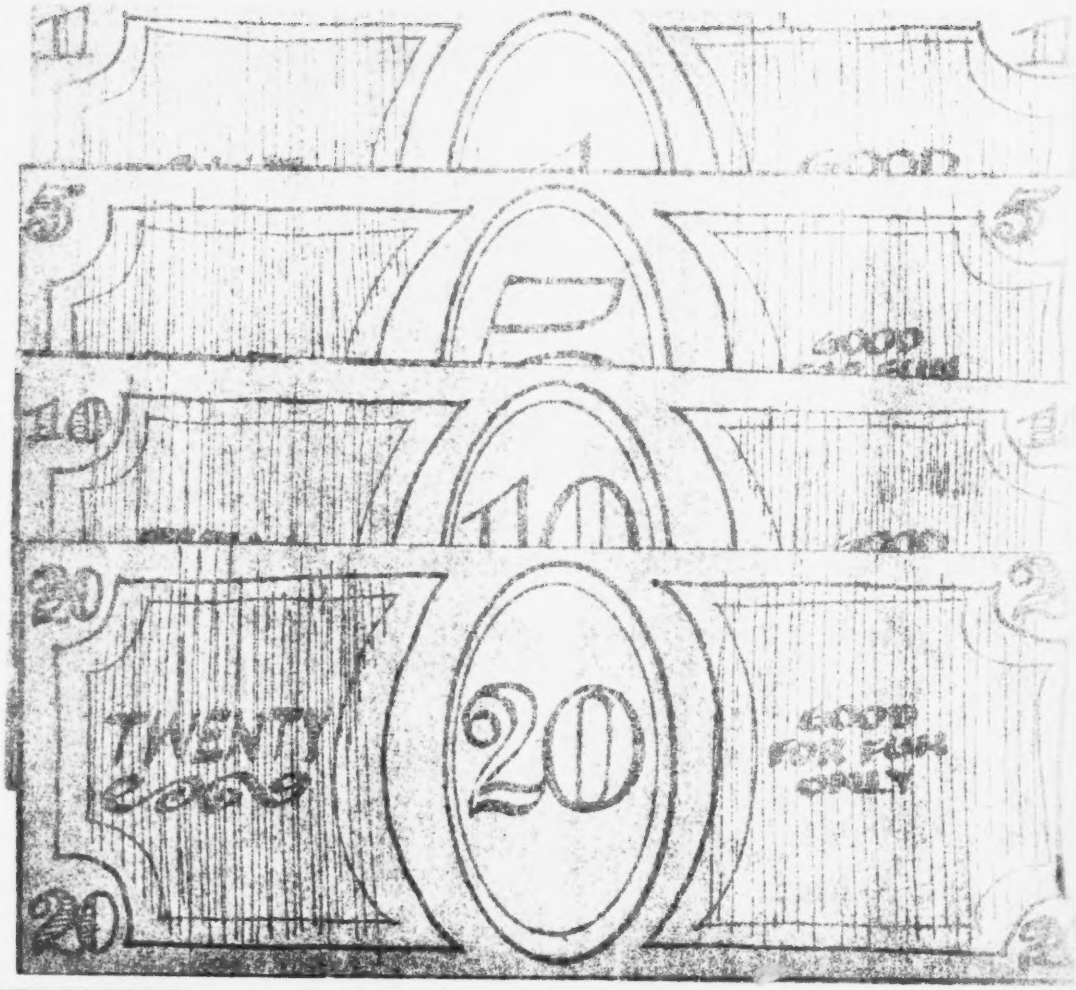
10. Cardstacking--some ads give one-sided portrayals of their product. Only the beneficial aspects are mentioned; the drawbacks or weaknesses of the product are not revealed.

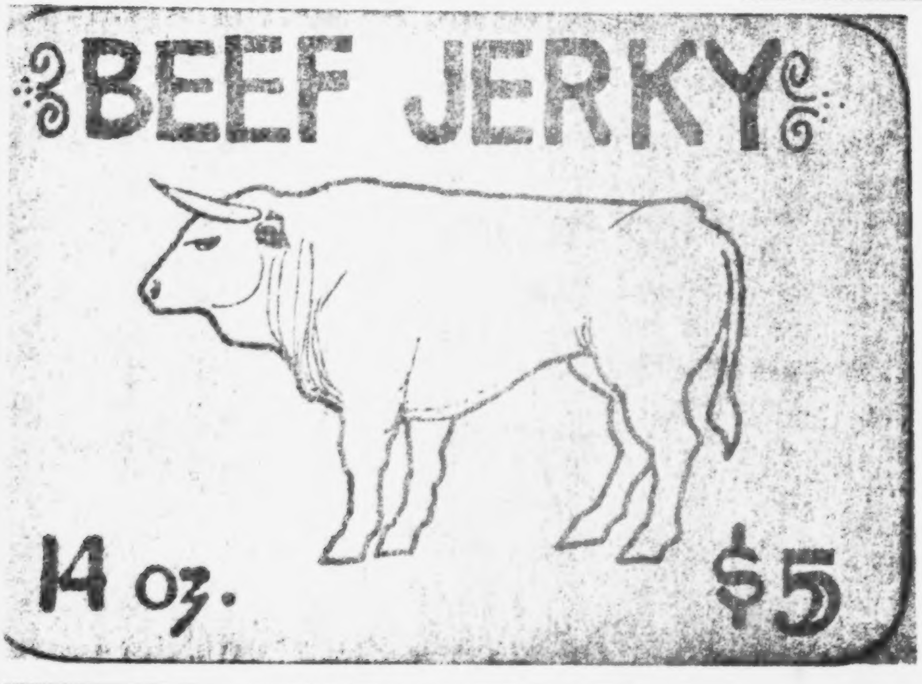
11. Fact vs. opinion--an aware buyer should distinguish between statements that are facts and those that are opinion. Statements that are true facts can be proven to be true; statements that are opinion carry weight if the buyer is convinced that the speaker knows what he is talking about.

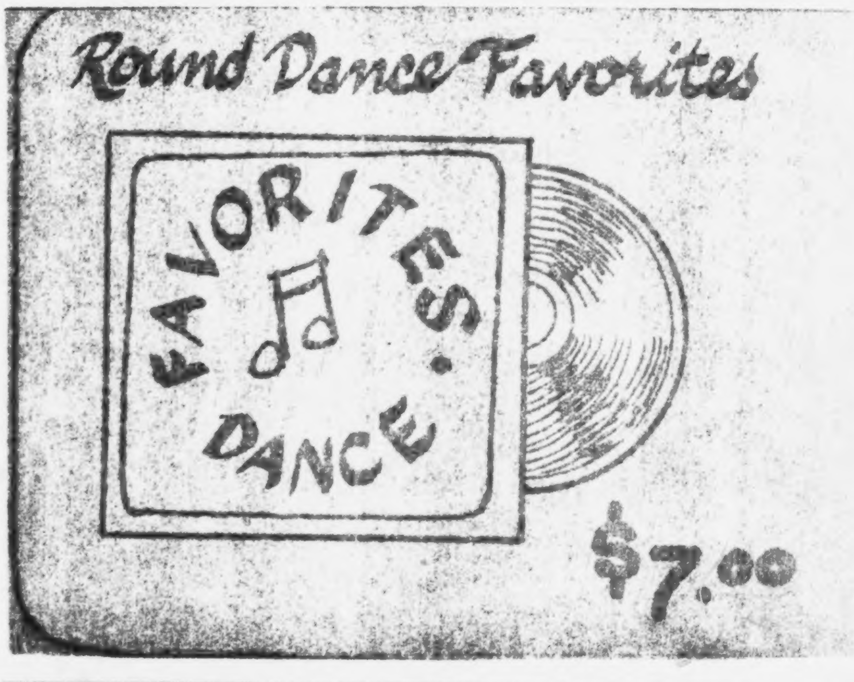
12. Jingle or slogan--people tend to remember neat phrases; they recur in the mind easily and remind the person of the product.

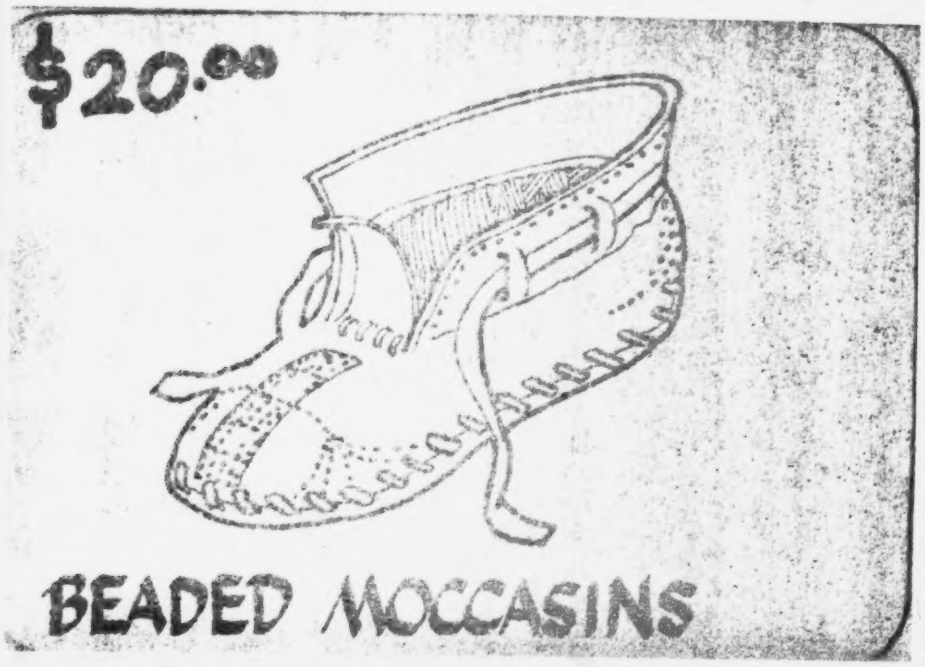
The teacher mimeographed this list and gave it to students at the end of the class. He asked them to use it as a guide to analyze ads and commercials that they would see.*

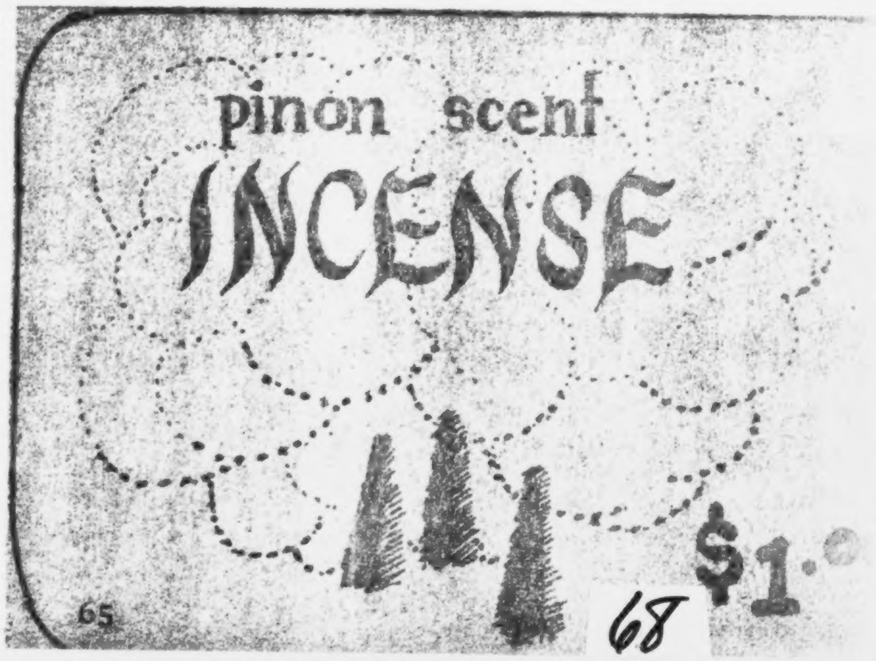

Fringed
Pendleton
SHAWL
$15.00


1
GOOD
5
GOOD FOR FUN
10
20
TWENTY
20
GOOD FOR FUN ONLY


BEEF JERKY
14 oz.
$5


Round Dance Favorites
FAVORITES
DANCE
$7.00


$20.00
BEADED MOCCASINS


pinon scent
INCENSE
$1.00

THE SLICER-DICER

Imagine you are watching T.V. and your program is interrupted by the following commercial.

May I have your attention my good friends. I have here an item that is absolutely indispensable to your household, The Slicer-Dicer!!

As I will demonstrate, this new discovery will cut down your time in the kitchen by 1/2. The Slicer-Dicer is scientifically designed to make child's play of every kitchen job!!

It will dice, slice, grate, chop, cut, dismember and slash. Observe this onion - suppose you're going to have vegetable soup tonight, we simply turn the adjustment knob to position B, place the onion in the center, then SLASH!! Eighty-eight uniform pieces and into the pot!! No more tears as in the old-fashioned way.

Next Potatoes.....
Now watch this friends, adjust the position C, and CHOP!! Here we are! Delicious little bite size chunks of potato, ready for the pot. Just compare the time saved with your old-fashioned way of slicing and chopping, isn't it fantastic??

How can you afford to be without the "Incredible Slicer-Dicer"?

You might be wondering about the cost of this amazing Slicer-Dicer. Friends, if you call now, right now, to Madison, 403-6791, you can buy this "Slicer-Dicer" for the unbelievable low price of $29.99, twenty-nine dollars and ninety-nine cents...

Our telephone operators are waiting for your calls, you can call collect, remember the number, 403-6791 - that's 4-0-3-----6-7-9-1, "The buy of a lifetime for the greatest invention since the wheel" The Slicer-Dicer...

REJUVENATE-ITE

Would the following convince you to buy?

Do you have the "blahs"? Have you been tired lately? You know that feeling, when you hate to get out of the bed in the morning, that "what's the use of it all feeling"? That makes you feel older than your years?

REJUVENATE-ITE will change all that. REJUVENATE-ITE is a compound of nature's own products of soil and sea in a special formula that is pleasant tasting, good and good for you. We all want to feel better. Why endure that "low-down feeling" if you don't have to? REJUVENATE-ITE will provide your body with all the minimum daily requirements the human body is known to need for that "fit as a fiddle" feeling. So, refuse all non-organic products that claim to do what REJUVENATE-ITE can do.

Order from your nearest health food store, in Ogden it's Naturo-Way and in Salt Lake City, it's Health-a-rama. Ask for a year's supply of REJUVENATE-ITE. REJUVENATE-ITE, let the "blahs go." (slow fading of voice) Use it and turn -- back .....the........ clock....Forget......that........"run..........down.........." (Voice disappears)

I AM A HOPI!

In the next recording it will become obvious that a product is not being sold. The speaker is persuading the listener to buy an idea.

I am a Hopi and the father of three daughters, and I hope all you other Indian parents will listen to me. I became interested in what was happening at school when my oldest daughter started in the first grade. I wanted to know who was teaching her and what she was being taught. I worried about those worn-looking tires on the school bus. I began to think about the old furnace that often fails to operate. I didn't like the idea of split sessions; my little girl gets to learn only 3 hours a day. I worried and worried some more. You know how it is when we talk these things over at supper - we all do it - we all care - but worry isn't good enough. What we need to do is talk together about these things, and then some of us can run for election in the school board and make improvements by being directly involved. Sure it will be hard work, but you know, we can do it, let's stop just worrying. If all of us "worriers" got together in our villages and communities, we might be able to do something good for our children.

SMART SHOPPE

After listening to the following commercial, do you think you would want to visit the Smart Shoppe?

This is Mabel Morrison down at the Smart Shoppe. We are having a gigantic fall sale beginning this afternoon and lasting till Saturday noon. Every item in the store is marked down, 10, 20, and even 50 per cent. Our lovely wedding gowns from the bridal corner are at slashed prices, too. Think ahead, ladies, to those cold winter months when you want to be toasty warm yet in the height of style. Do come in and try on our smart, one-of-a-kind hats, greatly reduced! Our darling straws are yours at an unbelievable bargain. You buy one hat at its regular price and pay only 99¢ for the second hat. Can you believe that ladies? I know you must think I'm out of my mind.....And fellows, if you're listening on your way to work, you just come right on in too. Now's a good time to hunt for that special Christmas gift for your Mrs. or sweetheart. We have some gorgeous robe and slipper sets and a fantastic array of one-of-a-kind jewelry for your selection. Our sales ladies will be delighted to show you our lovely lingerie. Don't be bashful now, fellows. Just think of the delighted expression on her face and the light in her eyes when she opens your gift from the Smart Shoppe down at 5th and E.

PALEFACE BROTHER

More and more these days, humor is being used in advertising. In the next commercial, pretend you are watching a salesman converse with an Indian medicine man, somewhere on the western plains....

Greeting, great medicine man!
I come in peace. I bring strong medicine from the white man's world to help you in your important work.

(Indian): I know we Indians have had an open-door immigration policy for a long time, but this guy's too much. I wonder if he's ever heard of General Custer.

What'd you say, o noble medicine man?

(Indian): I said,'Yes, that sounds familiar.' We've heard that message from you paleface brothers over the past 200 years. I'm delighted to see you. (humming of: "This land is your land, this land is my land...) Hmmmm....what have you got?

I have here a whole newly developed line of remedies from foot balm patent medicine to special peace-pipe tobacco.

(Indian): Let's see the foot balm bottle, hmmmmmm........ tridodexochlorophenal is a base? Hey, that's the chemical formula for camas root, and camas root used to be an old Indian foot balm remedy. And peace-pipe tobacco special blend, are you kidding? Next you'll want to sell Manhattan back to us.....

Now don't get me wrong, powerful healer, just give me a chance. Look at this, aren't these beautiful? Genuine beaded, made in Japan, plains-type Indian anti-evil spirit rattles, cheaper than your women can make them. (rattle sound) ...I'll let you have a gross for six beaver skins...

(Indian): Hey, those aren't bad, we might be able to unload some on the summer tourists. But we don't use them anymore, and I haven't seen a beaver around for 10 years.

What do you mean you don't use anti-evil spirit beaded rattles anymore and you haven't seen a beaver in 10 years? You mean I came all the way out here for nothing? Well, listen, I'm beginning to have this tight throbbing feeling at the base of my hairline, mighty medicine man, you wouldn't have any medicine that would make my head feel better would you?

(Indian): Hmmm...sounds to me like you've got Excedrin Headache #32, tell you what I'm gonna do!!! I have a giant-size bottle in my medicine man chest, I'll let you have for $1.98 -- now, how about those rattles?

ACTIVITY FIVE

At the end of the activity, students should be able to:

1. recognize processes that work to persuade the individual to buy,

2. perceive when the advertiser is using a "gimmick" to sell a shoddy product.

Narrative

The teacher prepared for the class by positioning the slide projector and screen, and putting the slides in order. He prefaced the slide show by reviewing some of the techniques which had come to light in the previous lesson. The class discussed some of the ads they had seen the night before.* The teacher informed the class that the slides he was about to show were advertisements taken from various newspapers and magazines. As he flashed each slide, he wanted them to consider these points:

a. The objective of the advertiser; what he was trying to make the reader believe.

b. What aspects of the advertisement were especially appealing--color, people, wording, statistics.

c. Might this ad persuade you to buy the product? Why or why not?

The teacher projected the slides in the following order. He expected comments in answer to the above points, and elicited these analyses of the pictures:

1. Hamburger--sensory appeal; appeal to authority (Parents' magazine testifies); statistics--(100% beef); plainfolk (your kind of place).

2. GE TV--testimonial; opinion.

3. Nurse--testimonial; glittering generality (number 1); opinion (2 shades whiter, whiter than another leading polish).

4. Elite laundry--plainfolk (employee Rena Irving).

5. Del Monte--sensory; glittering generality; opinion.

6. Zales--romanticism; transfer (pretty girl who foresees love--buy a diamond and be predestined for love as she is); slogan (we're nothing without your love).

7. Buick--slogan (wouldn't you really rather have...); transfer (car associated with tradition and, therefore, worthy of admiration, respect, faith).

8. School Board--glittering generality (quality education); cardstacking (no other information).

9. Pictures--statistics (since 1939--carries appeal because it is old); glittering generality (best); fact or opinion (best, newest).

10. Dodge--romanticism (Charger calls to mind the speed and strength of knights); cardstacking (lower price than what?); design of ad draws your eye away from important fine print to price $3001.00 which seems low because 1 is a low number and here is where your eye is attracted.

REFUND OR REPLACEMENT
GUARANTEED
TO CONSUMER BY
PARENTS'
MAGAZINE
IF PRODUCT OR PERFORMANCE IS DEFECTIVE & REPORTED WITHIN 30 DAYS OF PURCHASE
McDonald's

It's as good as it is big. Under scoops of our own special sauce are two patties of lean 100% beef. (Guaranteed by Parents' Magazine . . . or your money back.)

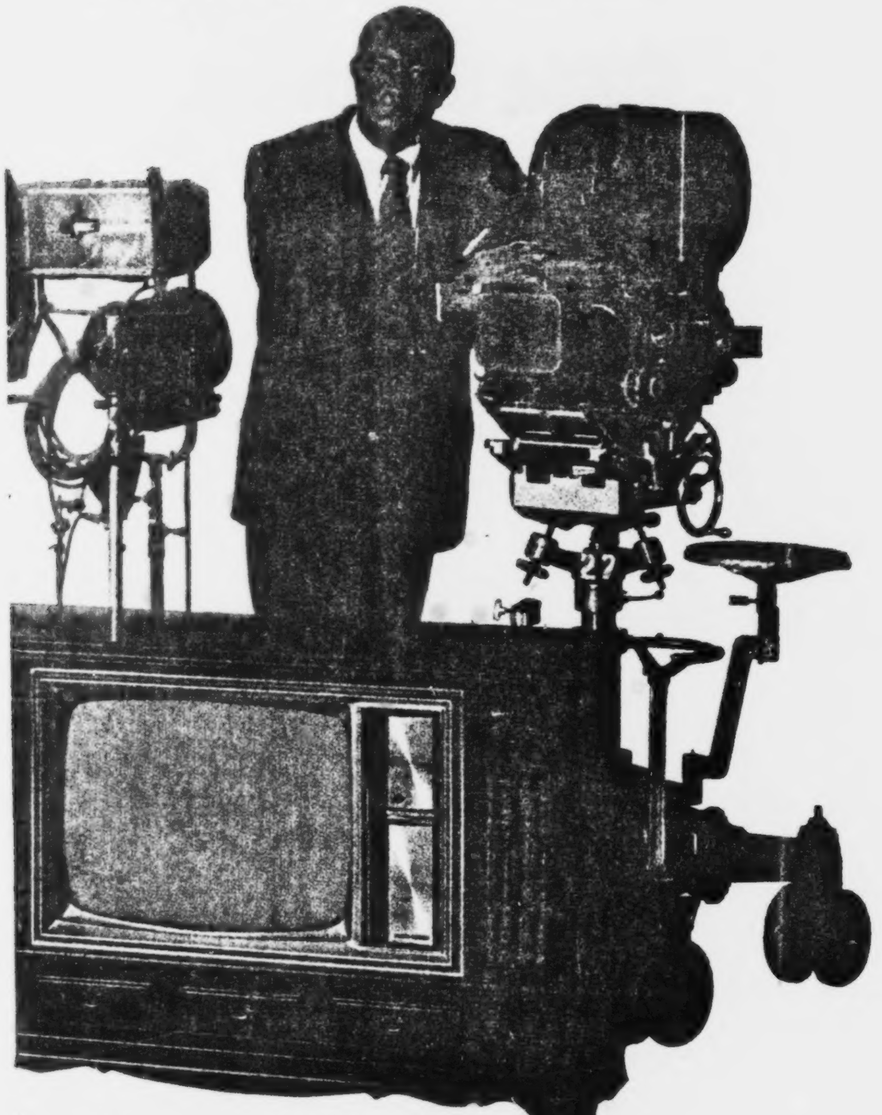
There's a slice of melty cheddar-blend cheese; some fresh crisp lettuce; and crunchy dill pickle slices. All wrapped up in a freshly toasted sesame seed bun.

Come now, bring us your bigger than average appetite.

It's all at your kind of place.

"I've seen a special closed circuit telecast of scenes from 'The Undefeated,' and in my opinion, GE TV color is comparable to the color you'll see in a movie theater. Compare it yourself."

Andrew V. McLaglen, Director of the new 20th Century-Fox production "The Undefeated," starring John Wayne, appearing at your theater soon.



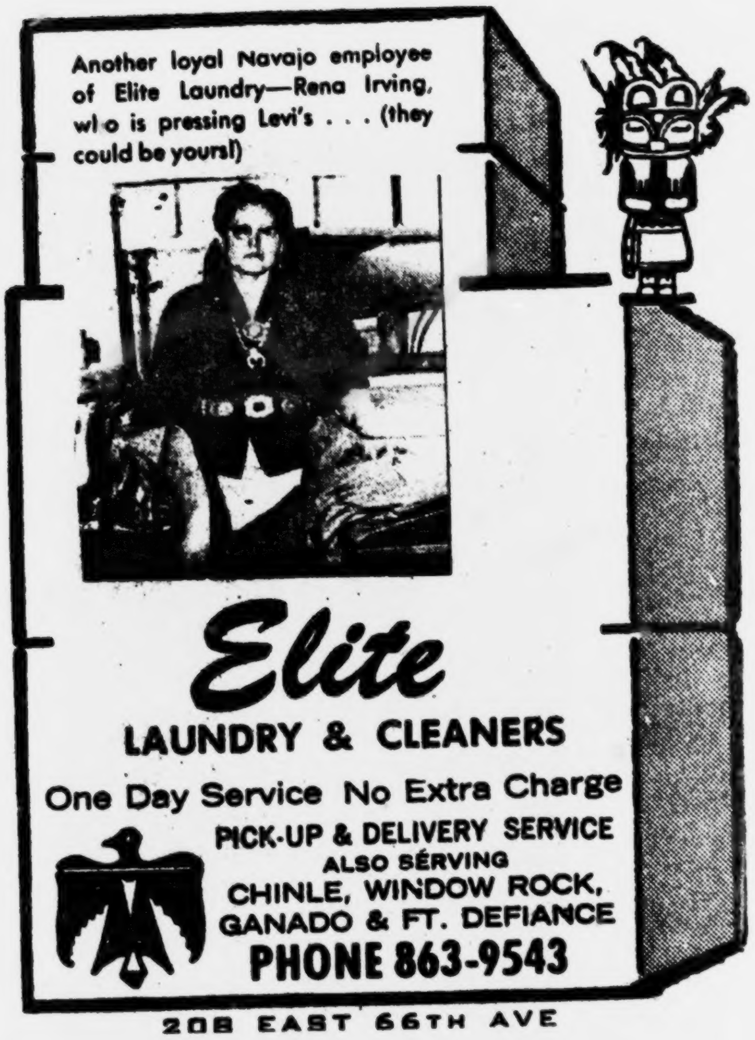
Color 180
iag.) picture and
oors. Model WM269.

The Longmeadow
with 23" (diag.) picture.
Model M951.

Nurse discovers whiter shoes!

Griffin Allwite is 2 shades whiter than another leading polish!

That's why so many nurses, so many people use Griffin. Try it yourself. You'll see why it's America's number one polish.



Another loyal Navajo employee of Elite Laundry—Rena Irving, who is pressing Levi's . . . (they could be yours!)

Elite

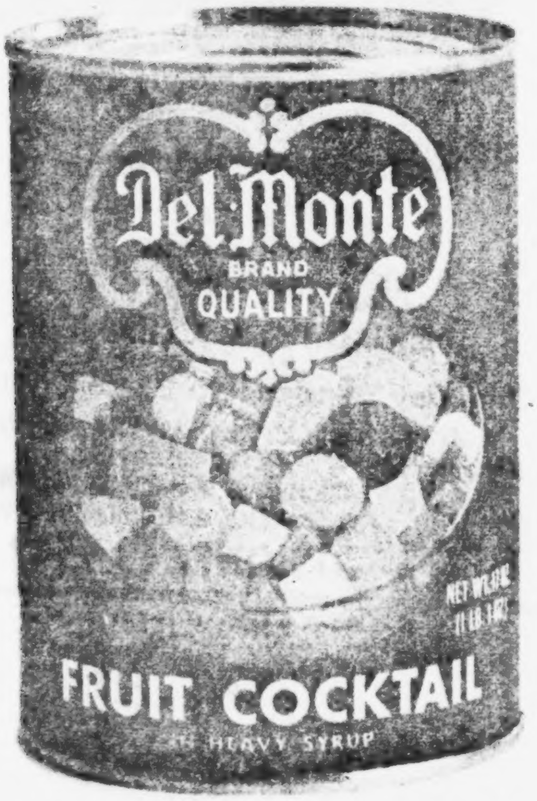
LAUNDRY & CLEANERS

One Day Service No Extra Charge

PICK-UP & DELIVERY SERVICE
ALSO SERVING
CHINLE, WINDOW ROCK,
GANADO & FT. DEFIANCE
PHONE 863-9543

208 EAST 66TH AVE

The best-selling fruit cocktail in the world.


Del Monte
BRAND
QUALITY
FRUIT COCKTAIL
IN HEAVY SYRUP

One of 174 success stories.

16MM FEATURE FILMS

THE BEST, THE NEWEST

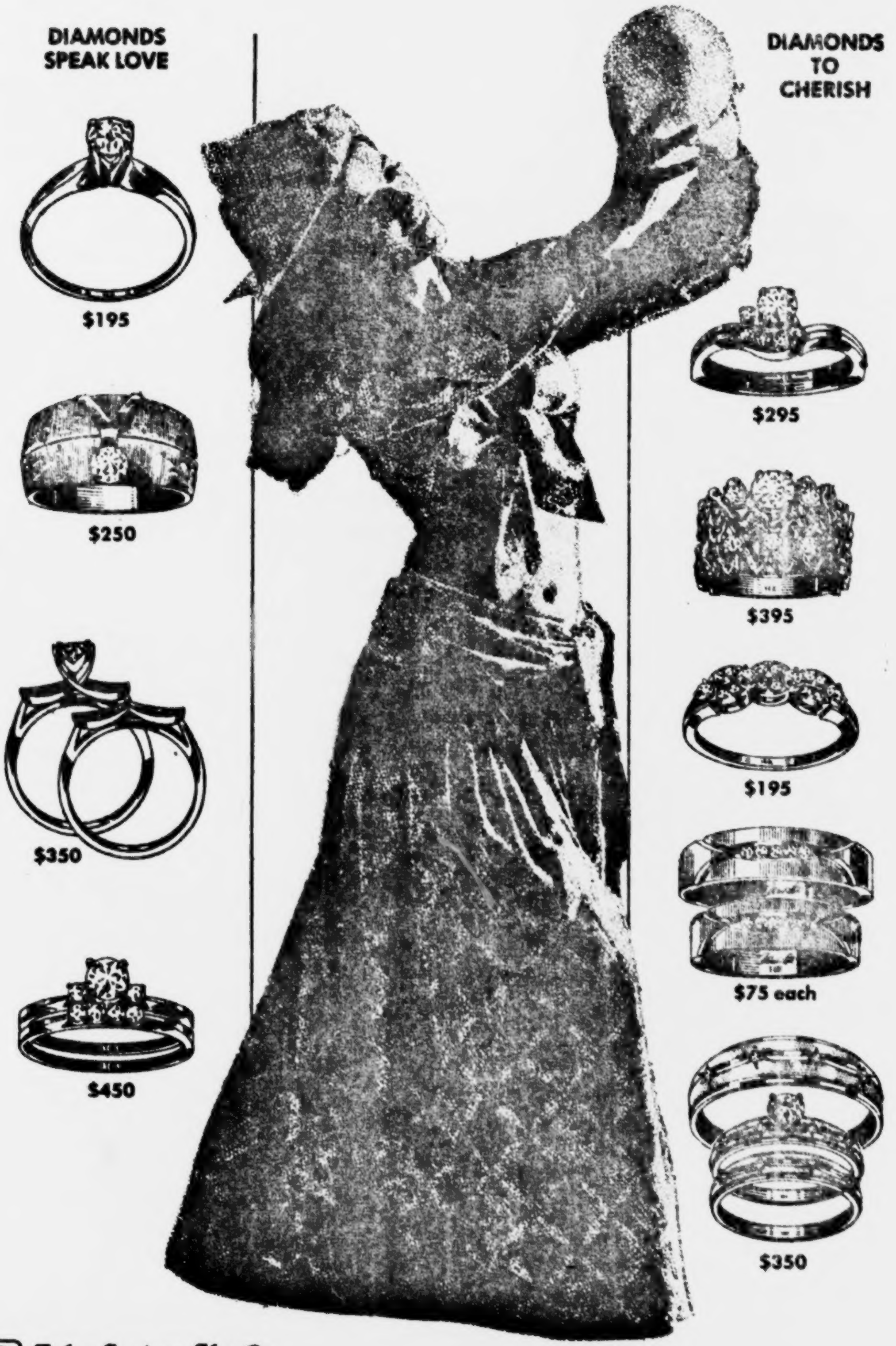
for your village movie shows
write DICK NORMAN

at

PICTURES, INC.

811 8th Ave., Anchorage
—Serving Alaska Since 1939—

Your destiny is Love!


DIAMONDS SPEAK LOVE
$195
$250
$350
$450
DIAMONDS TO CHERISH
$295
$395
$195
$75 each
$350

Zales Custom Charge
Shop The Convenient Way

GALLUP
17 W. Coal—863-9345

ZALES®
JEWELERS

FARMINGTON
211 W. Main—325-88

We're nothing without your love.

FOR 1970
DODGE INTRODUCES
A NEW MODEL CHARGER
AT A NEW LOWER PRICE

$3001.

MANUFACTURER'S SUGGESTED RETAIL PRICE FOR THE CAR. PRICE DOES NOT INCLUDE TRANSPORTATION CHARGES, STATE OR LOCAL TAXES. CALIFORNIA RESIDENTS, NOTE: ADD $37.50 FOR EVAPORATION CONTROL SYSTEM NOW REQUIRED BY STATE LAW.

We build cars to be something to believe in.
They always have been.
They always will be.

Now, wouldn't you really rather have a
1970 Buick

Quality Education
JACK TOWNSHEND
Candidate
For School Board
SEAT F

ACTIVITY SIX

At the end of the activity, students should be able to:

1. relate their long or unfinished lists with the idea that society has unlimited wants,

2. recognize the influence of both advertising and value systems on their wants,

3. relate the objects they were selecting with the idea of a good--something produced and sold,

4. demonstrate their roles as consumers by simulating purchases for a family to use.

Narrative

Once again, the students made purchases from the catalog. This time, however, they used guidelines delivered in courier envelopes from the Tribal Council. The teacher read a letter to the class that was signed by the Tribal Chairman on tribal stationery (page 92).

In the letter, the Tribal Chairman told the students that he had an important task for them. He explained that sometimes in the past when emergencies had arisen, much time had been lost because, in some cases, people were unprepared to handle the situation. He wanted this class to become trained to deal wisely with emergencies. He told them that the situation that they were about to solve was imaginary, but likely, and that he wanted the students to deal with it exactly as if it were real. He wanted to see the skills and information the students would gain made available to the tribe for later and foreseeable real situations. The message from a real tribal member provided important motivation for the students by enabling them to see the tribal relevance of what they were learning.

A memorandum (#1) in the courier envelope told this story:

A family from the village had just lost their home and all its contents in a fire. The family consisted of a father (6'1", 170 lbs.), lbs.), a daughter thirteen (5'3", 100 lbs.), and a baby escaped without harm, but with only the clothes they were wearing at the time. The Tribal Council had just finished voting to give this family one of the five new tribally constructed houses at $49.00 per month rent. The house, whose floor plan was included in the courier envelope, was not furnished with anything except a kitchen sink, nor did the family have any savings. Tribal Council wanted to provide this family with what they would need to start their household again, although they did not know yet the amount of funds that would be available. To save time, however, they wanted a preliminary list compiled.

After the teacher read the letter from the the Tribal Chairman, he gave the students the courier envelopes that contained a letter, the floor plan, and a form for listing goods and their catalog page numbers. The teacher asked the students how they would go about selecting the clothing, bedding, dishes, furniture, and other items they felt this family would need. The teacher suggested the students work in six committees of three to five students each. He also suggested that the class divide the goods into three categories, enabling each category to be handled by two committees. Three suggested classifications were (1) clothing and bedding, (2) kitchen equipment--dishes and appliances, and (3) furniture and other equipment.

The committee members then worked together to "purchase" goods for their family. The teacher did not tell the students that there was a time limit, but he stopped them after 45 minutes. At this point, the teacher asked if the committees were finished making their lists. He asked how much time they would need if they were to select as many items as necessary to provide all possible household necessities and comfort. Most students felt that they would need a great deal of time to fulfill all possible needs. This led to a discussion of unlimited wants for the individual and for society. In this discussion the teacher asked some of the following questions:

Do you find it impossible to list all the needs and wants you would ever have?

What does "unlimited" or "infinite" mean?

Do you find it impossible to list all the needs and wants a family would ever have?

Would you find it impossible to list all the needs and wants a tribe would ever have? a country? a world?

What would be the result if everyone in the world tried to list all possible needs and wants?

As this discussion came to a close the teacher explained that unlimited wants is a term used in economics to refer to the idea that society's needs and desires are infinite. At this point the teacher reminded the class of the previous unit on advertising and asked the students the following questions:

Can desires be created? Are some wants artificial? What is the difference between wants and needs?

How are wants and needs related to value systems?

What is there in the value systems of some people peoples that is against buying nonessential goods?

The teacher then chose to introduce two other economic terms at this point, the consumer as someone who buys and uses goods, which are anything produced and sold. These terms he introduced in another discussion initiated by the following questions:

> Where did the items you "purchased" come from? (The catalog.)
>
> Where are these items produced? (Ward's factories and suppliers. Many "big-name" producers manufacture items for Ward's brand name.)
>
> What is a good? (An item produced and sold.)
>
> Are the things you bought goods? (Yes.)
>
> What will the family do with the goods you "purchased" for them?

In answer to this last question, the students said, "wear clothing, sleep in beds, eat off the dishes, etc." The teacher pointed out that these were all uses. He explained that to use something in economics is to consume it because eventually it will be used up or worn out. Even more important in an economic sense, it has been taken off the market, removed from inventory. It is no longer an economic good to be sold; thus, someone who buys something to use rather than to sell is a consumer.

The students were instructed to record these definitions on their work sheets. In the lessons that followed, the teacher continued to use the economic vocabulary that had been introduced, as well as to introduce new vocabulary.

At the end of the lesson the students were instructed to "send" the preliminary lists, in the courier envelopes, to the Tribal Council by putting their names as sender and the Tribal Secretary's name as receiver on the outside of the envelope. These envelopes were then returned to the teacher, who filled them with the materials for the next activity.

Dear Students of ______________:

Recently you began to study Economics: The Science of Survival. The skills you can learn studying practical economics are very important. They will be useful to you both as individuals and as members of communities in which you must help others.

The _________________Tribal Council believes that students should learn to solve important problems. During the next two weeks I am going to ask you to solve a problem for the Tribal Council. The problem is an imaginary one, but it is very much like the real problems that the Tribal Council has to deal with from time to time.

Imagine that a family of five has lost their own home and all their possessions because of a fire. They are neighbors of yours. They will be moving to a new house, constructed with Tribal funds. Your task will be to choose all the clothing and household furnishings for this family, by selecting appropriate items from the catalogs you are learning to use.

The only information I can give you today is a description of the family and the house. I will give you further information from time to time, about what the family has decided it needs and wants, and about how much money the Tribal Council can make available to you to spend. This is just the way it would really happen.

Now your teacher will give you the information you need to begin to solve this problem. I will look forward to hearing from your teacher how successfully you have worked to solve the problem I have set for you.

Good Luck!

Tribal Council Chairman

(This letter is to be read by the teacher to the class and then posted. It should be actually signed by the Tribal Council Chairman or Treasurer if at all possible!)

This unit of that study deals with you as buyers, as consumers, and how you decide what to buy. That is, how you "allocate your resources," your money.

MEMORANDUM #1

TO: The Students DATE:

FROM: The Tribal Council

This memorandum is to give you the details about the family that the Tribal Chairman told you about in his letter. Their name is ______________. They recently lost their home and all of its contents in a fire. The father is 6'1" and weighs 170 lbs. The mother is 5'5" and weight 135 lbs. The son is fifteen years old, 5'8", and weighs 145 lbs. The daughter is thirteen, 5'3", and weighs 100 lbs., and the baby is 15 months old.

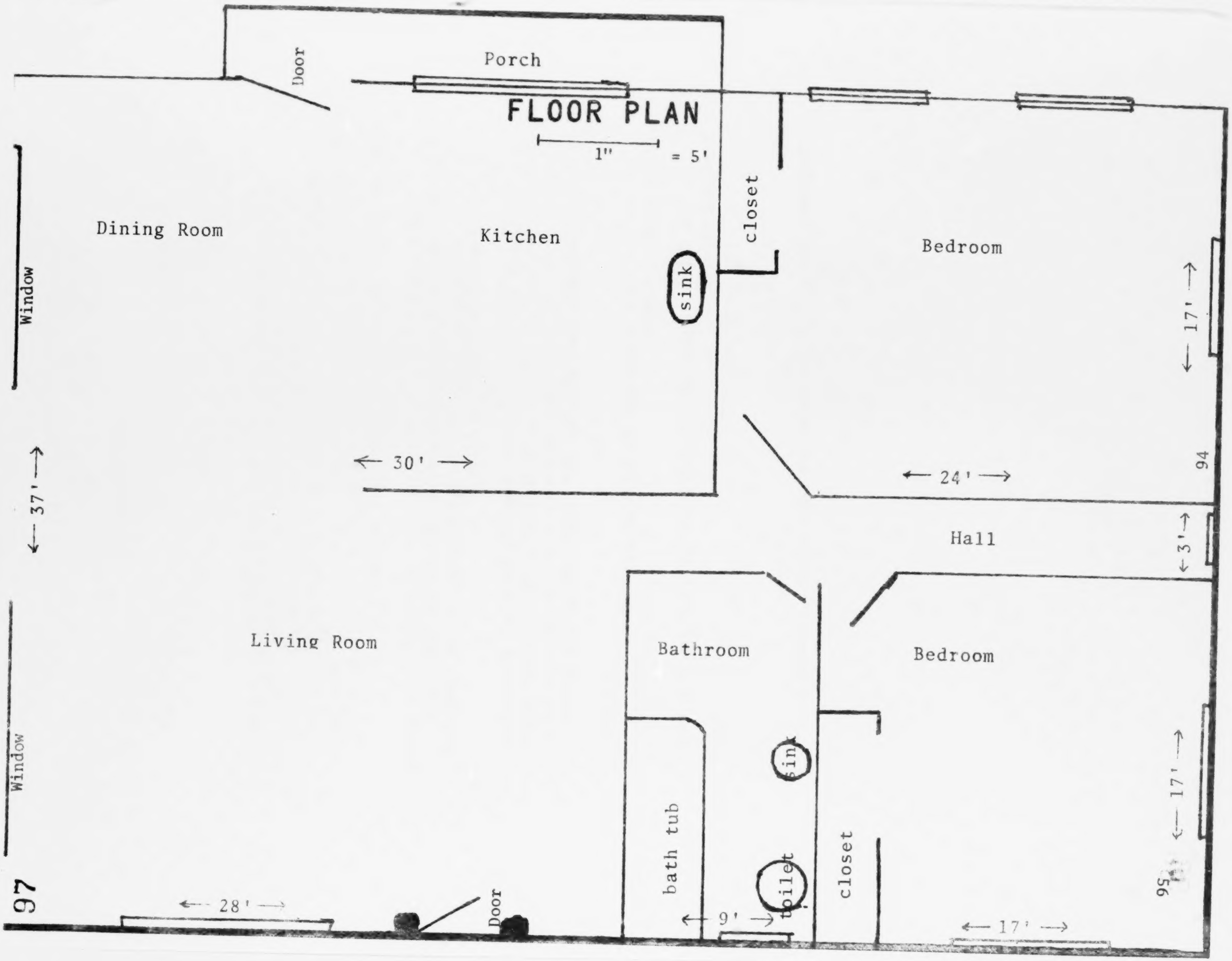
The Tribal Council has voted to give this family one of the five new tribally constructed houses at $49.00 per month rent. The house, the floor plan of which is enclosed, is not furnished with anything except a kitchen sink.

Although the Tribal Council does not know yet the amount of funds that will be available to help this family start their household again, to save time, we would like the class to compile a preliminary list of items for re-equipping this household.

If you need additional information about the ____________, please send us a memo.

The Council takes this opportunity to thank you for your time and efforts.

(This memorandum is distributed one copy to each student.)


FLOOR PLAN
1" = 5'
Porch
Door
Window
Dining Room
Kitchen
sink
closet
Bedroom
17'
← 30' →
← 24' →
94
← 37' →
Hall
← 3' →
Living Room
Bathroom
Bedroom
sink
Window
bath tub
toilet
closet
17'
95
97
← 28' →
Door
← 9' →
← 17' →

ACTIVITY SEVEN

At the end of the activity, students should be able to;

1. rank the goods according to economic priorities or degree of need,

2. justify the order of priorities with the concept of utility, the amount of functional or psychological satisfaction a good gives the owner.

Narrative

The teacher returned the envelopes "from" the Tribal Council with a list and letter inside explaining that the family had sent a checklist of things they needed. Instructions to the students requested that they check their list against the family's list. The students were to add to their own list any important things that they themselves had forgotten. The teacher instructed the student to entitle the remaining blank column on their order forms "priorities," which he demonstrated with a transparency. The teacher explained that "priorities" means the order in which the goods are needed and wanted. How does one rank things one wants? One decides the order in which one buys goods according to how much one needs or wants the goods, or in other words, the amount of utility or satisfaction the good will give. At this point the students were reminded of Activity Three, in which the concept of utility was introduced. The students were then asked to number the items on their lists according to economic priorities.

Name______________ Date__________ Class_______

Goods Needed and Wanted

Good	Quantity	Page Number	Price per item	Total Price	Utility			Priority
					Practical	Enjoyable	Prac. and Enjoy.	
Totals								

MEMORANDUM #2

TO: The Students DATE:

FROM: The Tribal Council

Enclosed find a checklist of clothing and equipment that the family has made. The Tribal Council requests that you compare your own list with the list provided by the family. Add to your own list any items from the family's list that you consider important.

Furthermore, please number the items on your list according to economic priorities. We would like you to think carefully about this order, as the family will receive the materials that you designate as most important.

List of the Family's Needs As Compiled by the Family

8 bath towels
8 hand towels
8 wash cloths
4 kitchen towels
pots
pans
plates
cups and saucers
silverware
cooking utensils
bowls
1 double bedspread
2 double top sheets
2 double bottom sheets
2 twin bedspreads
4 twin top sheets
4 twin bottom sheets
4 crib bottom sheets
8 blankets
2 crib blankets
4 pillows
8 pillow cases

color television
radio
sofa
easy-chair
coffee table
piano
dining room table
8 chairs
double bed and mattress
2 twin beds and mattresses
crib and mattress
bassinette
stove
refrigerator
electric mixer
4 rugs
carpet sweeper
broom
lawnmower
hammer
screwdriver

dresses
skirts
blouses
pants
shirts
coats

jackets
shoes
socks
underwear
diapers
baby clothes

ACTIVITY EIGHT

At the end of the activity, the students should be able to:

1. read sizing charts,
2. compute tax and postage,
3. fill out order blanks.

Narrative

When the students received their courier envelopes this day, they found a list of goods, an order form, and a Memorandum (#3) letter explained that money was not yet available, but when it was , the Tribal Council hoped that no time would be lost in filling out forms. They wanted the students, therefore, to make sure they understand all that is involved in ordering these goods.

Before starting this exercise, the students read aloud the instructions for the charts in the catalog. The teacher asked those students who were generally not very verbal in class to r read in order to give them a chance to speak without having to worry about preparing what they were going to say. Since the students would be totaling weights, the teacher reminded them how to add pounds and ounces by putting an example on the board. (transparency)

$$\begin{array}{rr} 3\text{ lbs.} & 9\text{ oz.} \\ 2\text{ lbs.} & 4\text{ oz.} \\ \underline{12\text{ lbs.}} & \underline{11\text{ oz.}} \\ 17\text{ lbs.} & 24\text{ oz.} \end{array} \qquad \begin{array}{r} 1 \\ 16\,\overline{)\,24}\text{ oz.} \\ \underline{16} \\ 8 \end{array} \quad = \quad \begin{array}{l} 1\text{ lb. }8\text{ oz.} \\ \underline{+17\text{ lbs.}} \\ 18\text{ lbs. }8\text{ oz.} \end{array}$$

He wrote on the board that sixteen ounces make one pound and explained that when the ounce total is more than 16 it should be changed to pounds and ounces.

The list of goods included a description of where these goods were to be found. The students filled in the order blank with the order number, quantity, size, color, price and weight. Next they computed totals, tax, and postage.

The students were given a completed form at the end of the exercise so that they could correct their own forms. The students were allowed to work on the forms until they were done correctly.

MEMORANDUM #3

TO: The Students DATE:

FROM: The Tribal Council

Business regarding the family whose home burned down is progressing. To date, however, the Tribal Council has not decided how much money can be spent. Nevertheless, the Tribal Council hopes that when the time comes, you will be familiar with these forms, so no time will be lost.

For this reason, we would like you to fill out the sample order blank enclosed with this letter.

Here are the items we would like you to order:

1 blue rug 43" x 67"

1 sewing machine with carrying case

2 lined men's rider's jackets, size 38

1 man's sweater, size 36

1 drum set

1 black leather (simulated) chair

or the closest things you can find in your catalog

SEND TO: MONTGOMERY WARD, DENVER, COLO. 80217

106

MONTGOMERY WARD ORDER BLANK & CORRECTION-OF ADDRESS NOTICE*

**If Wards does not have your CORRECT current address, please fill-in # 1 and # 2 below, and mail to Wards.*

Date ____

WHEN ORDERING FASHIONS...

For fastest service, use special Fashions order blank and envelope enclosed in Wards General Catalog. Fashions are items that have a *SINGLE*-NUMBER 2, 3, 4, 5, 6 or 9 at the left of the "A," "B" or "C" that directly precedes the item's catalog number. They will be shipped to you direct from Wards Fashion House in Chicago. (You pay postage only from our nearest Catalog House.)

METHOD OF PAYMENT

☐ PLEASE OPEN AN ACCOUNT. I am submitting a completed application form, as shown on page 1431.

☐ ADD TO MY CHARG-ALL ACCOUNT.
My account number is ____

Wards store or Catalog House where your account is carried ____

☐ CASH (check or money order enclosed)

☐ SPECIAL INSTRUCTIONS ____

Please add this order to my account marked above. This purch[illegible] time sale price, consisting of the cash price and a finance charge and [illegible] to the terms and conditions of my Credit agreement with you.

SIGNATURE ____ (Sign full name as shown on your account)

PLEASE PRINT ALL INFORMATION

#1. My correct NAME, ADDRESS

Name Your Name
(first name) (middle name) (last name)
Address Your Address
City (or post office) ____ State ____
Route ____ Box ____ ZIP code ____

PLEASE DO NOT WRITE IN THIS SPACE

#2. MY PREVIOUS ADDRESS

(Fill-in only if Wards does not have your correct current address.)

Address ____
City ____ State ____
Route ____ Box ____ ZIP code ____

SHIP TO ANOTHER ADDRESS

Name ____
Address ____
City ____ State ____
Route ____ Box ____ ZIP code ____

GIVE COMPLETE CATALOG NUMBER. Do you have a credit account? It's the easiest way to shop. Check box above.	HOW MANY	ITEM	COLOR NUMBER	SIZE	PRICE EACH	TOTAL PRICE	SHIP WT [illegible] cash orders only LBS.	OZ.
L72C1565 L	1	rug	73MW	43x67	$23.99	$23 99	16	
82 C 2243 MM	1	sewing machine			149.95	149 95	52.	
Z 42 C 776	2	rider's jacket		38	6.89	13 58	4	12
Z 3 C 4201	1	sweater		36	10.97	10 97		10
L62C8600R	1	drum set	22		249.95	249.95	50	
66 C 43648 R	1	chair			69.95	69 95	42	

TAX INFORMATION

Taxes are subject to change by State and/or City Governments: Nebraska, Oklahoma: Add 2% to amount of order. Arizona, Colorado, Idaho, Kansas, Wyoming: Add 3%. New Mexico, South Dakota: Add 4%. Utah (State and Local): Add 4½%.

FILL IN FOR CASH ORDERS ONLY

TOTAL FOR GOODS	518	39	Total lbs.	Total oz
TAX (see at left)	20	73		
POSTAGE	11	30	164	22
Owed on previous cash orders			Total wt. in lbs	
CASH PRICE	550	42	166	
AMOUNT ENCLOSED: Check, Money Order			16 oz = 1 lb. count any remaining oz as a full lb.	
AMOUNT ENCLOSED: Wards Refund Drafts				

ON C.O.D. ORDERS We add a 50¢ service charge.

HOW WE SHIP... Depend on Wards to ship non-mailable items the best way. If you have a preference, please write it here→

REFUNDS by Montgomery Ward are usually made by draft. If a draft is not presented for payment within two years from the date of issue, a service charge thereafter of $1 per year (but not more than the face value of the draft) will be deducted.

Here's how to estimate postage on your order

Add up the weight of your order in lbs. and ozs. Convert ozs. to lbs. (16 oz. is 1 lb.) Total weight into lbs. (Count any odd ozs. as 1 lb.) Locate your parcel post zone on table at right. Refer to parcel post rate table below. Find weight of order. Look across to the figure on the same line in the column under postal zone; this is the estimated postage cost. (Wards will return every cent not used to pay actual postage.)

Items weighing less than 10 lbs. which measure more than 84 inches in length and girth combined, take the 10-lb. postage rate.

Fashion orders—are sent from Chicago. You pay postage only from your Wards address on front of catalog. Figure postage on fashion items separately from other items ordered at the same time (see page 1422).

Add ZIP to your mail! . . . always use ZIP code

To find your postal zone from Denver, compare the first 3 numbers of your zip code with numbers listed for your State. For example—if you live in Durango, Colo. and your zip code is 81301, the first three (3) numbers *813* determine your parcel post zone. By referring to the chart below for Colorado, you will find *813* is zone 3.

Parcel Post Rate Table

SHIPPING WEIGHT (16 oz. equal 1 lb.)	In city where Catalog House is located	Zones 1 & 2	Zone 3	Zone 4	Zone 5
Up to but not including 16 oz.	6c for the first 2 ounces and 2c for each additional ounce.				
16 oz. to 2 lbs.	50c	60c	60c	65c	70c
2 lbs. 1 oz. to 3 lbs.	50c	65c	70c	75c	85c
3 lbs. 1 oz. to 4 lbs.	55c	70c	75c	85c	95c
4 lbs. 1 oz. to 5 lbs.	55c	75c	80c	90c	$1.05
5 lbs. 1 oz. to 6 lbs.	55c	80c	90c	$1.00	1.15
6 lbs. 1 oz. to 7 lbs.	60c	90c	95c	1.10	1.30
7 lbs. 1 oz. to 8 lbs.	60c	95c	$1.00	1.15	1.40
8 lbs. 1 oz. to 9 lbs.	65c	$1.00	1.05	1.25	1.50
9 lbs. 1 oz. to 10 lbs.	65c	1.05	1.15	1.35	1.65
10 lbs. 1 oz. to 11 lbs.	65c	1.10	1.20	1.40	1.75
11 lbs. 1 oz. to 12 lbs.	70c	1.15	1.25	1.50	1.85
12 lbs. 1 oz. to 13 lbs.	70c	1.20	1.35	1.55	1.95
13 lbs. 1 oz. to 14 lbs.	75c	1.25	1.40	1.65	2.05
14 lbs. 1 oz. to 15 lbs.	75c	1.30	1.45	1.75	2.15
15 lbs. 1 oz. to 16 lbs.	75c	1.35	1.55	1.80	2.25
16 lbs. 1 oz. to 17 lbs.	80c	1.40	1.60	1.90	2.35
17 lbs. 1 oz. to 18 lbs.	80c	1.45	1.65	1.95	2.45
18 lbs. 1 oz. to 19 lbs.	85c	1.50	1.75	2.05	2.55
19 lbs. 1 oz. to 20 lbs.	85c	1.55	1.80	2.10	2.65
20 lbs. 1 oz. to 21 lbs.	85c	$1.60	$1.85	$2.15	$2.75
21 lbs. 1 oz. to 22 lbs.	90c	1.65	1.90	2.25	2.80
22 lbs. 1 oz. to 23 lbs.	90c	1.70	1.95	2.30	2.90
23 lbs. 1 oz. to 24 lbs.	95c	1.75	2.00	2.35	3.00
24 lbs. 1 oz. to 25 lbs.	95c	1.75	2.05	2.45	3.05
25 lbs. 1 oz. to 26 lbs.	95c	1.80	2.05	2.50	3.15
26 lbs. 1 oz. to 27 lbs.	$1.00	1.85	2.10	2.55	3.25
27 lbs. 1 oz. to 28 lbs.	1.00	1.90	2.15	2.60	3.35
28 lbs. 1 oz. to 29 lbs.	1.05	1.90	2.20	2.70	3.40
29 lbs. 1 oz. to 30 lbs.	1.05	1.95	2.25	2.75	3.50
30 lbs. 1 oz. to 31 lbs.	1.05	2.00	2.30	2.80	3.60
31 lbs. 1 oz. to 32 lbs.	1.10	2.05	2.35	2.90	3.65
32 lbs. 1 oz. to 33 lbs.	1.10	2.10	2.40	2.95	3.75
33 lbs. 1 oz. to 34 lbs.	1.15	2.10	2.45	3.00	3.85
34 lbs. 1 oz. to 35 lbs.	1.15	2.15	2.50	3.05	3.95
40 lbs.	1.25	2.35	2.75	3.40	4.35
45 lbs.	1.35	2.55	2.95	3.70	4.80
50 lbs.	1.45	2.75	3.20	4.05	5.20
55 lbs.	1.55	2.90	3.45	4.35	5.65
60 lbs.	1.65	3.05	3.65	4.65	6.05
65 lbs.	1.75	3.20	3.90	5.00	6.45
70 lbs.	1.85	3.40	4.15	5.30	6.85

Parcel post rates subject to change by U.S. Postoffice Department

Parcel Post Zone Table

COLORADO

Zip codes beginning	Zone
802	Local
811, 813, 814, 815	3
All other	1 & 2

KANSAS
All Zone 3

NEW MEXICO

Zip codes beginning	Zone
874, 875, 877, 884	3
All other	4

ARIZONA
All Zone 4

UTAH
All Zone 4

IDAHO
All Zone 4

WYOMING

Zip codes beginning	Zone
820	1 & 2
824, 828	4
All other	3

NEBRASKA

Zip codes beginning	Zone
687, 688	4
All other	3

SOUTH DAKOTA
All Zone 4

MONTANA
All Zone 4

OKLAHOMA
All Zone 3

Amount	Postal Money Order Fees	Parcel Post C.O.D. Fees	Wards C.O.D. Service Charge
Up to $10.00	25c	60c	50c
$10.01 to 25.00	35c	70c	50c
25.01 to 50.00	35c	80c	50c
50.01 to 100.00	40c	90c	50c

Refer to postal money order and C.O.D. fee table at left: Wards adds a 50-cent service charge on C.O.D. orders. For amounts over $100, purchase additional money orders at rates shown in table at left. Postal money orders can be purchased at any postoffice or through your carrier on rural routes. On parcel post C.O.D. shipments, the delivering postoffice collects total amount for goods, shipping charges and tax (if any), postal money order and C.O.D. fees, and Wards service charge.

Freight-Truck-Express table for estimating shipping charges

Catalog numbers ending with letters "R" or "F" are not mailable. Catalog numbers ending with the letter "A" are not mailable to all postoffices (see page 1425 of Wards Big Fall 1969 General Catalog).

If you have a credit account with Wards, it is not necessary for you to calculate shipping charges on your order; we'll add these to your account.

With a cash order you may include shipping charges, estimated from the table at right—or, call a local truck line to get actual charges. Wards will refund every cent not used to pay actual shipping charges. Freight companies' charges are under government regulations and are identical for all shippers. No company can offer lower shipping charges. On C.O.D. orders, Wards adds a 50-cent service charge.

We suggest that you "leave it to Wards" to specify the most convenient and economical routing.

Estimated charges shown apply to most items listed in our catalog. On certain large orders of building material, fencing, plumbing supplies and similar items, charges are generally lower than those shown in the tables. Charges are higher on large bulky items such as boats or furniture. Contact a local trucking company or REA Express agent for actual charges on large shipments of such items; or write us.

If you are near a Wards store, there may be a substantial freight savings if you take delivery at the store. If this is desired, specify on the order, "Deliver to Wards store at (*location*) for Will Call," or contact the store and they will place your order.

Shipping Weight of Order	100 Miles	200 Miles	350 Miles	600 Miles	900 Miles
1 to 5 lbs.	$4.00	$4.00	$4.81	$5.65	$7.16
6 to 25 lbs.	4.00	4.00	4.81	5.65	7.16
26 to 75 lbs.	4.00	4.00	4.81	5.65	7.16
76 to 100 lbs.	4.00	4.20	4.81	5.65	7.16
101 to 150 lbs.	4.00	4.57	7.21	8.47	10.74
151 to 200 lbs.	4.20	6.09	9.62	11.30	14.32
201 to 250 lbs.	4.67	7.61	12.02	14.12	17.90
251 to 300 lbs.	5.48	9.13	14.43	16.95	21.48
301 to 400 lbs.	7.53	12.18	19.24	22.60	28.64
401 to 500 lbs.	9.35	15.23	24.05	28.25	35.81
501 to 600 lbs.	11.21	18.27	28.85	33.89	42.97
601 to 700 lbs.	13.08	21.32	33.66	39.54	50.13
701 to 800 lbs.	14.95	24.36	38.47	45.19	57.29
The least amount a trucking company will charge into Kansas & Nebraska is $8.19					
From **DENVER** Cities to right are within the mileages shown in the heading directly above.	Limon, Colo. Longmont, Colo. Loveland, Colo. Idaho Springs, Colo. Greeley, Colo. Colorado Springs, Colo.	Cheyenne, Wyo. Canon City, Colo. Burlington, Colo. Steamboat Springs, Colo. Torrington, Wyo. Goodland, Kan.	Benkleman, Nebr. Boise City, Okla. Chadron, Nebr. Casper, Wyo. Colby, Kansas Vernal, Utah	Cody, Wyo. Red Lodge, Mont. Rapid City, S.D. Richfield, Utah Truth or Consequences, New Mexico Worland, Wyo.	Big Timber, Mont. Bozeman, Mont. Cedar City, Utah Kingman, Ariz. St. George, Utah Winslow, Ariz.

Estimated charges based on public carrier tariffs and subject to change without notice

ACTIVITY NINE

At the end of the activity, students should be able to:

1. demonstrate an awareness of scarcity and limited resources by cutting down their previous list,

2. demonstrate an awareness that the goods they chose have both a money price and a real price, the real price (or opportunity cost) being the real goods, time, pleasure, etc., that were sacrificed or "spent" to acquire their high-priority choices.

Narrative

Once again the students received instructions from the Tribal Council. The packets included a memorandum (#4) explaining that funds were now available. The Council had decided to allocate $500.00 for each of the three categories of goods.

The students were told to price the purchases on their list and re-examine their list in the context of this new information. The students discovered that the money was not as much as they had expected, and that they would have to limit their list. The teacher suggested that the students refer to their priority numbering in choosing to eliminate goods. When this had been accomplished, the class discussed the applicability of this exercise to real life;

whether people were limited by some means as to how much they could have. Some of the questions that initiated the discussion were as follows:

What are resources? Resources such as money are those things which are used to help obtain goods.

What are natural resources? Things found in the earth--oil, coal, fertile soil, timber. Are they limitless? Can they be used up?

What are human resources? Labor, ideas.

What does it mean that resources are limited?

What does it mean that resources are unlimited?

What is scarcity?

Since one's resources are limited and one's needs and wants are greater than the available resources, how are the resources used?

What does it mean to allocate?

They then discussed what criteria they used for selecting and eliminating goods. Once again, the concepts of utility and priority were discussed. The teacher asked the students what things they had to give up to keep the final goods they had chosen. He pointed out that what they had given up was the price in real rather than monetary terms of those goods they had kept. He also explained that the idea of things foregone (opportunity cost) was wider than the usage they had just experienced. He asked the students what they would have to give up to go to college. They would have to give up the opportunity to work immediately after school and earn money. But what would they give up if they worked immediately after high school? They would forego further education and higher income later on.

MEMORANDUM #4

TO: The Students

FROM: The Tribal Council

The Tribal Council has decided to allocate the following funds to the family whose home was damaged by fire for the purpose of re-equipping the household:

$500 for clothing and bedding
$500 for kitchen appliances and dishes
$500 for furniture and other equipment

We encourage you to re-examine your preliminary list in light of this new information, and to determine whether you will have enough money to purchase what you originally intended. If there is not enough money, would you please eliminate some of the items from your list?

ACTIVITY TEN

At the end of the activity students should be able to:

1. demonstrate an awareness that goods vary in quality as well as price.

2. demonstrate an awareness that a variance in price can (but not always does) reflect a variance in quality.

Narrative

The next day the groups of students compared their lists and discovered that with the same amount of money some lists contained more goods than others. The teacher asked the students to give reasons why the same amount of money could buy different amounts of goods. The students discovered that the same type of item did not always have the same price. The teacher at this point brought out two items, one of finer quality than the other, that had been borrowed from the local trading post. He told the students that one item was more expensive than the other and asked them if they could tell which one had the higher price. They were also asked whether a Cadillac or a Maverick was a more expensive car. The teacher then asked if they could think why the price varied. This led to a discussion about quality variance of goods.

This discussion required answering the question, "What is quality?" Some of the questions the teacher asked to arrive at an answer were as follows:

What is craftsmanship? Can it vary?

Do the materials that make up a certain item of goods vary?

Do some goods last longer than others? Why?

How can two similar goods look different?

Does size vary?

How does a brand name influence a buyer? Trust, habit, etc.

Is advertising important for brand name products?

Do all of these considerations define "quality"? What else does?

The teacher told the students to turn to page 1424 in Ward's catalog and look at Ward's brand names.* He asked how else quality varies just in the catalog. He also asked when quality was important, and whether it was more important in children's clothing or a stove, for example. The teacher pointed out that price does not always reflect great differences in quality. For example, if

*Or similar material if another catalog is used.

one person had the only car in town, even it it were not very good, and if everyone wanted it, then he could charge a very high price for it. This high price would not necessarily indicate high quality. This point was not to be elaborated upon at length as it introduced an economic concept (supply and demand) that would be studied in depth later on.

WARDS FAMOUS BRAND NAMES

your guide to confident buying!

Brentshire
Carol Brent
Miss Brent
BRENT
tiny world
skips
spot check

LEGANT
Style House
WARDS Airline
WARDS Signature
WARDS SEA KING
WARDS

WARDS WESTERN FIELD
WARDS HAWTHORNE
WARDS POWR-KRAFT
WARDS Riverside
WARDS PowrHouse
WARDS GARDEN MARK

Whatever your family's needs:—clothing or furniture; a stereo, TV or radio; air conditioner, washer or dryer; new tires, a bike or a boat; typewriter or adding machine; a pool table, gun or a watch . . . you can buy with confidence when you choose from the Wards Name Brands at the left.

Watch for these Brand Names as you look through Wards catalogs. Watch, and compare. We believe you'll agree that nowhere else will you find better quality, for the price you plan to pay.

Wards Guarantee

We guarantee the quality of every article as described, and guarantee that it will give you the service you have a right to expect.

If, for any reason, you are not completely satisfied with any article purchased from us, you may return it at our expense. We will exchange it for what you want, or refund what you paid, including any transportation charges paid by you.

MONTGOMERY WARD & CO.

When you fill-out Wards order blanks . . .

Please print everything (except your signature, where requested). Be sure everything's legible, especially all numbers. Do not write "extra" message on the order blank unless these concern the order. If an item is sold in "packages," write the number of packages you want in the "how many" column. (If an item is sold in packages of three, and you write "3" in the "how many" column, you will receive 3 packages, or 9 items.) If you have questions, or need help, phone or visit your nearby Wards store (see page 1420 for phone numbers).

If you order C.O.D. . . .

You pay the Postoffice a parcel post C.O.D. fee for handling your order, and a second fee for the postal money order the Postoffice sends Wards for your merchandise. Wards also assesses a service charge for handling C.O.D. orders. (See page 1426 of this catalog for fees on C.O.D. orders.) Freight, Express and truck companies charge similar C.O.D. fees. To avoid these fees, please send cash for your order, or use Wards credit plans (see pages 1432-1434 of this catalog).

C.O.D. orders are not accepted for merchandise shipped direct from a factory, shipped to a foreign country or shipped to anyone except the person sending the order. No C.O.D. orders for seeds, live animals, perishable goods, cut, printed, engraved or made-to-order items, please.

When a refund is necessary . . .

If you send more money than is required for the goods we ship, plus transportation charges, we will refund the difference with a draft. If a refund draft is not presented for payment within two years from the date of issue, a service charge of $1.00 per year will be deducted from the value of the refund draft, starting 24 months from the date of issue. In no event will the service charge exceed the face value of the draft.

Factory shipments...custom tailored for you!

Factory merchandise will be shipped direct to you from th factory. Extra time is required in processing to give factorie instructions and to handle custom-order items. Shipping tim will vary, depending on the location of the factory and th method of transportation. The factory will advise you of th approximate date of shipment.

The catalog will tell you if you pay shipping charges fro the factory. If the catalog does not give the location of th factory, you pay transportation from your Wards Catalo House (see front cover of catalog for address).

If you return merchandise to Wards . . .

Please do this when you return merchandise to Wards:

1. Tell us why you are returning the merchandise.
2. Tell us if you want another item or a refund of mone
3. Please return the papers received with your order.

Wrap and tie packages securely, using carton in which item were received, if carton is available. Apply 6c extra postage fo enclosed letter of explanation. If merchandise must be r turned by rail, truck or express, write us before shipping an we will advise you the best way to return package.

Tire load and inflation chart

MAXIMUM TIRE LOAD LIMITS AT MAXIMUM COLD INFLATION PRESSURE		
Passenger car tire size or designation	Ply*	Maximum tire load per tire at 32 lb maximum inflation pressure when co
6.00-13	4	1010 lbs.
6.50-13	4	1150 lbs.
7.00-13	4	1270 lbs.
6.50-14, 6.95-14, C78-14	4	1230 lbs.
7.00-14, 7-35-14	4	1360 lbs.
E78-14	4	1400 lbs.
7.50-14, 7.75-14, F78-14	4	1500 lbs.
8.00-14, 8.25-14, G78-14	4	1620 lbs.
8.50-14, 8.55-14, H78-14	4	1770 lbs.
9.00-14, 8.85-14, J78-14	4	1860 lbs.
6.40/6.50-15, 7.35-15	4	1390 lbs.
E78-15	4	1400 lbs.
6.70-15, 7.75-15	4	1490 lbs.
F78-15	4	1500 lbs.
7.10-15, 8.15-15	4	1610 lbs.
G78-15	4	1620 lbs.
7.60-15, 8.45-15	4	1740 lbs.
H78-15	4	1770 lbs.
8.00/8.20-15	4	1860 lbs.
8.85-15	4	1860 lbs.
9.15-15	4	1860 lbs.
L78-15	4	1970 lbs.
EXTRA-WIDE TREAD SERIES		
D70-14,	4	1320 lbs.
E70-14, ER70-14	4	1400 lbs.
F70-14, FR70-14	4	1500 lbs.
G70-14, GR70-14	4	1620 lbs.
H70-14, HR70-14	4	1770 lbs.
F70-15, FR70-15	4	1500 lbs.
G70-15, GR70-15	4	1620 lbs.
H70-15, HR70-15	4	1770 lbs.
JR70-15	4	1860 lbs.
LR70-15	4	1970 lbs.
Station wagon tire size	Ply rating**	Maximum tire load per tire at 40 lbs maximum inflation pressure when col
7.50-14, 7.75-14	8	1690 lbs.
8.00-14, 8.25-14	8	1830 lbs.
8.15-15, 7.10-15	8	1820 lbs.
8.45-15, 7.60-15	8	1970 lbs.

*Load range B (full 4 ply or 4 ply rating).
**4 actual plies of double strength cord. The loads set forth above are for passen car service only and do not apply to truck or other services.

ACTIVITY ELEVEN

At the end of the activity the students should be able to:

compare the cost of their goods based on price, with the total cost based on price, tax, and postage, to see that total cost is greater than list price.

Narrative

Having prepared and discussed their lists, the groups of students were now ready to fill out the actual order forms for the family. After the forms were filled out the teacher asked the students to compare the totals on the forms with totals on their list of goods. The teacher then asked the students to explain the difference. This led to the realization that price is not always the only cost of a good, but that factors such as tax and postage also determine the total cost. All costs should be considered in making purchases so that one does not unknowingly spend more than one has.

ACTIVITY TWELVE

At the end of the activity students should be able to:

1. demonstrate awareness of the economic needs of food, clothing, and shelter in a story-writing exercise,
2. list similarities and differences between family needs and individual survival needs.

Narrative

This lesson introduced the concept of the universality of economic needs through a story-writing exercise. The teacher explained that physical needs which can be satisfied by goods are classified as economic needs. The teacher then asked which need class thought was the most important. Someone mentioned food, someone else mentioned clothing, and a third student mentioned a radio. The teacher then explained that they would write about economic needs. He asked them to imagine that they were to go on foot alone into the Black Hills (or some other appropriate place). They could take with them only what they could carry. The teacher asked each student to write a story or diary about a twenty-four hour period in which his or her ability to survive was challenged. The students were to include in their stories all details they thought were important for their survival.

After the stories were completed, the teacher collected them and read them that night. He chose a few of the stories that included finding food and shelter and had the authors read them to the class the next day. The teacher asked the class what provisions they had utilized in their stories. He then asked how these provisions compared with what they had chosen for their family. Why were these lists similar? (Because everyone, individual and family, has to fulfill certain basic economic needs.) Why were these lists different? (Because a family is a more complex unit than an individual; because they had not yet included food and shelter on their family's list.)

The teacher then asked the students to rank their survival needs, i.e., food, shelter, clothing, etc., in order of importance. He asked a few students to explain why they chose the order that they had. He again reminded the class of the meaning of the word "priority," a classification of things according to their functional or psychological importance.

ACTIVITY THIRTEEN

At the end of the activity, the students should be able to:

1. list the economic needs and physical necessities of a family,
2. demonstrate an awareness that there are many different distributors of goods by listing goods that could not be found in the catalog, and telling where they could be found.

Narrative

Having culminated the catalog portion of the unit by filling out forms, the students then proceeded to enlarge the scope of their purchasing activities. They again received communication from the Tribal Council. This memorandum (#5) told the students that besides the $1,500.00 that the family had been given for initial expenses, the family receives an income of $200.00 a month and the Tribal Council would like the students to suggest a plan for allocating it.

The students were instructed to list everything for which they thought the family would have to spend money and why. They continued to work in their original committees. Some type of need or want justified each purchase. Needs which can be satisfied by goods are called economic needs, the teacher again explained. Other needs, such as love and friendship, cannot be satisfied with goods and therefore are not economic needs.

The class was then told to divide the items into those that could be bought from a catalog and those that could not. They were asked to decide where the things which could not be bought from a catalog could be purchased. The teacher had someone write all the different stores on the board. He then explained that each one of these stores (and the Catalog), was a distributor. Each store owned goods which were distributed among the community through purchasing activities.

The teacher then gave the students a field assignment. Each student was to select a few items from his list and find out in local stores exactly where and how much they cost. Each committee divided up their list among themselves so that all goods were assigned. The students were to try to find different prices for the same good if they could. If possible, they should have this information ready for the next lesson.

MEMORANDUM #5

TO: The Student DATE:

FROM: The Tribal Council

As you already know the Tribal Council has given the family $1,500.00 for initial expenses. They also receive an income of $200.00 a month. Their present problem is that they are not certain of the most practical way of budgeting this monthly amount. They have requested that the class provide them with a suggested list of priorities to allocate the $200.00.

The Tribal Council would like you to list everything that you feel the family will need beyond what the $1,500.00 was able to provide. Hopefully, the priorities you have established and the allocation of funds will provide the family with a realistic and practical way of handling their daily needs.

ACTIVITY FOURTEEN

At the end of the activity students should be able to:

1. demonstrate an awareness of the cost of goods in their local stores by finding the prices,
2. classify items on their list as to whether they are goods services, or rent,
3. write a budget.

Narrative

Once more the students received information from the tribe. This memorandum (#6) included the family's list of necessary expenses such as rent, utility payments and service expenses. The students were asked to write a $200.00 per month budget which included these fixed costs as well as the needs they had chosen as having priority. The teacher also mentioned that they need not allocate every penny on consumption, but could put aside some for savings if they wished. To do this budget, the students used the catalog and the lists of prices they had just found. The teacher asked the students to label the items in their budget as to whether they were goods, services, or rent.

The lists of local prices were then compared and discussed in the budget. The teacher asked why the students thought the prices differed and why some were higher than those in the catalog. He also asked if they thought the prices would be as high off the reservation. Why? The teacher kept this discussion brief, as these questions would be elaborated upon in a later lesson.

MEMORANDUM #6

TO: The Student Date:

FROM: The Tribal Council

The family has reviewed your plan for allocating the monthly income. They were so pleased with the plan that they would like you to design a specific budget for spending.

They have informed the council that monthly fixed costs indlude:

Rent and Insurance	$39.00
Utilities (heat, electricity, water)	$11.00
Car Insurance	$10.00

Therefore, a total of $60.00 already has been budgeted. Budget the balance of $140.00 in the following areas:

Food
Car Upkeep
Toiletries
Laundry and Cleaning
Entertainment
Repairs
Barber
Savings

This is a suggested list. Any other monthly expenditures that you feel are important should be added to the budget.

ACTIVITY FIFTEEN

At the end of the activity, students should be able to:

1. plan comprehensive budgets,
2. anticipate complementary goods, goods that go along with, or are necessary to, or complement the goods they had purchased.

Narrative

After the budgets were finished, the students discussed them. They were asked to see if anything important had been left out. They were also asked to see if they had "bought" any goods which required other goods. Goods that belong together functionally or habitually are called complementary goods, the teacher explained. He asked the students what goods would complement a tea cup. The correct answer was a saucer. Tea, however, was another correct answer. Some of the items discussed were shoes and socks, refrigerators and electricity, automobiles and gas, rifles and bullets, toothbrush and toothpaste, and bed frame and mattress.

The students were told to examine their budgets and see if they could find at least one item that required something that they had not included in their budget. They should then amend the budget.

ACTIVITY SIXTEEN

At the end of the activity students should be able to:

apply the concepts of scarcity, economic need, and allocation of resources to environments other than their own.

Narrative

In order for the teacher to evaluate the extent to which the students had grasped the major concepts of scarcity, economic need, and allocation of resources, he assigned the students an essay designed to see if they could apply these concepts in a foreign environment. The teacher wrote two questions on the board and asked the students to choose one to write about. They wrote about one of these questions from any point of view and in any style they wished.

1. Assume that you lived in Alaska (or Arizona, Montana--any place that is different from your home environment) one hundred years ago, long before these lands were states. There was no Ward's catalog, not even money. Would there still be economic problems? If so, what are they and how would they be solved? If not, what other types of problems would you have there?

2. Assume that you lived in New York City and your family earned $25,000.00 per year, after income tax deductions. Would you still have to write a budget and worry about scarcities?

Although the teacher read the essays carefully that night, he was not too concerned whether or not the students used the economic vocabulary. He was more concerned that the students demonstrated a good understanding of basic economic problems. From reading the essays, the teacher was able to see which concepts had been understood and which had not. From there he organized a few review classes in which he returned the corrected essays and had some of the students who had included a description of scarcity and allocation of resource read them aloud. He then asked the following review questions.

Did these people of 100 years ago have to eat, clothe themselves, and find shelter?

Are these economic needs?

Did they have all the food, clothing, and shelter they needed readily available?

Did these people have to allocate their resources to supply these needs?

Which resources? Money?

As for the people in New York, do they find that they have more needs than they have resources?

What is their major resource? Natural resources?

Can needs be created?

What sort of created needs can you imagine to exist in New York?

Can the needs and wants be greater than the resources in an affluent society?

ACTIVITY SEVENTEEN

At the end of the activity, students should be able to:

1. demonstrate an awareness that resources can sometimes yield more than money divided per capita, by pooling their gift certificates,
2. discover that a time lag is involved when purchasing from a catalog and that this lag is a form of cost.

Narrative

After having returned all their forms to the Tribal Council, the students received a thank-you memorandum (#7) and a gift certificate share. The letter explained that because the students had been so helpful, the Tribal Council would like to reward them with the gift certificate shares so they could purchase something for the classroom or school. The catalog store had donated a gift certificate of $_______ to the school, and each student was to receive an equal portion of the $______. The students could make individual choices, or they could join together and as a class buy one gift. The letter added that all classes were receiving certificates, and that perhaps the classes would choose to purchase a gift together.

Since the money was given to the students and not to the teacher, the teacher explained to the students that how the money is spent must be entirely their decision. The teacher asked for a volunteer (other solutions are to hold an election or choose someone with leadership potential) to lead the class in deciding what they were to do with the money. He suggested that they list several alternatives as to how the money should be spent, and also that they choose representatives to meet with members of the other classes for further discussion. Since a condition of the certificate was that something must be purchased from the catalog for the classroom or the school, it was discovered that there were very few things that one share could buy. The class decided that one alternative was to pool their resources to buy one thing for the class, another alternative to pool the resources of all the classes to buy something for the school. The teacher explained that the individual certificates could be converted for the class's use by endorsing each of the certificates on the back.

At the end of the discussion which had included suggestions and reasons for and against certain items, the class voted on the list of suggestions that another student had been recording on the blackboard. The students then decided how to fill out the order form, and one student made out the order. They then mailed it. The teacher asked if this meant that they now possessed the item. They said no, that they would have to wait. The teacher pointed out that a time lag is a certain type of cost; just as we agree to pay for the item in order to receive it, so we agree to wait for this particular item before we can receive it.

MEMORANDUM #7

TO: The Student DATE:

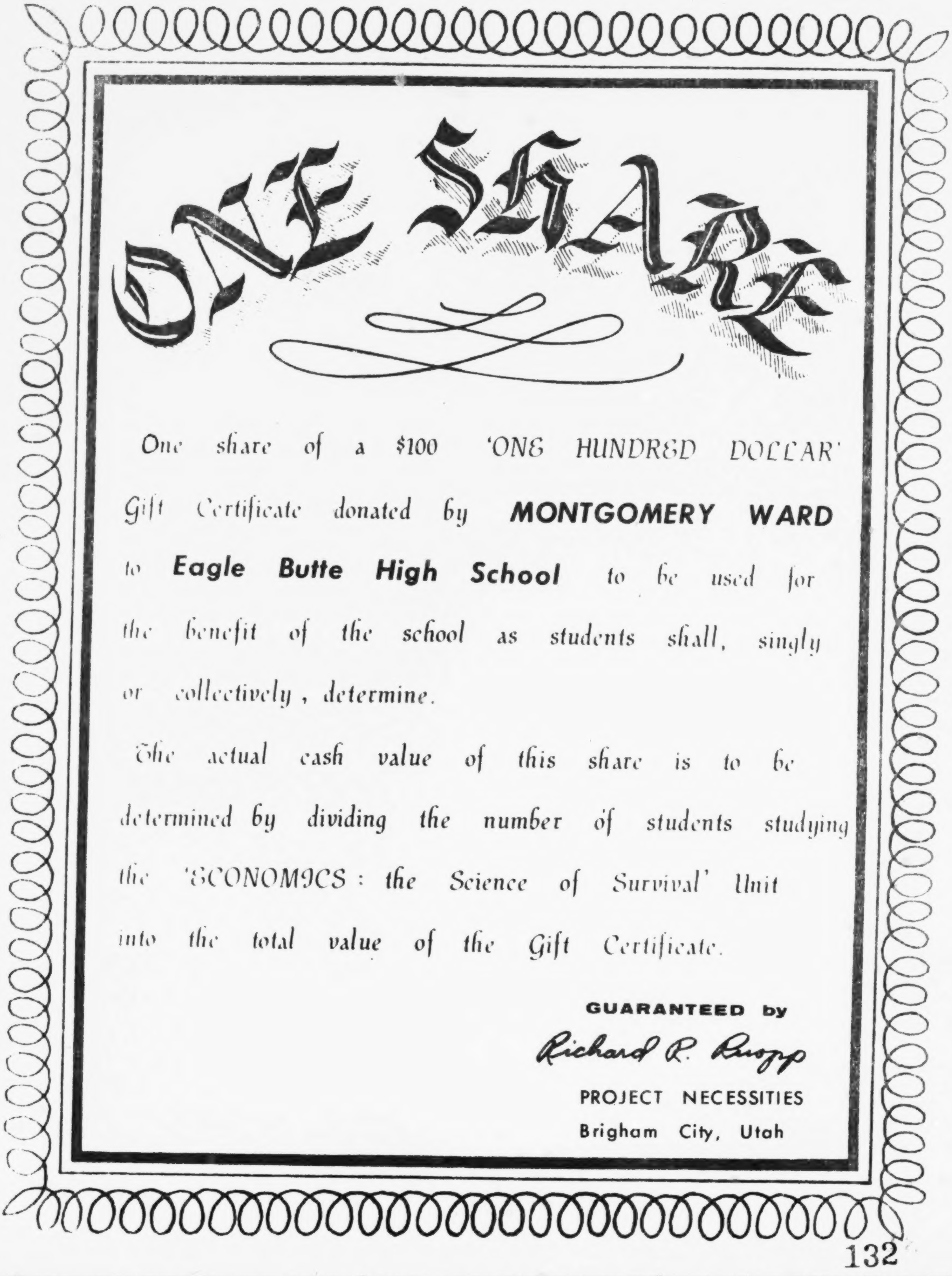
FROM: The Tribal Council

The Tribal Council thought you would like to know that the family that you have been helping feels that from this point they will be able to manage their affairs on their own. The suggestions that you offered for confronting their daily economic obstacles worked effectively in getting this family re-established.

Because the Tribal Council is grateful for your work, we have made arrangements to provide each of you with a gift certificate share to be spent on anything you wish for the classroom or the school. Alternative suggestions for purchasing the gift are as follows:

A. Individual purchases for the school
B. Pooling the money for a class gift
C. Working with the other classes for a single gift for the school.

We understand that you already know how to order from the catalog, so selecting your purchases and ordering it/them shouldn't present any problem. Our thanks again for your efforts. We hope you feel that the work has been satisfying and enjoyable.



ONE SHARE

One share of a $100 'ONE HUNDRED DOLLAR' Gift Certificate donated by **MONTGOMERY WARD** to **Eagle Butte High School** to be used for the benefit of the school as students shall, singly or collectively, determine.

The actual cash value of this share is to be determined by dividing the number of students studying the 'ECONOMICS: the Science of Survival' Unit into the total value of the Gift Certificate.

GUARANTEED by

Richard R. Ruopp

PROJECT NECESSITIES

Brigham City, Utah

FIELD TEST MATRIX DATA

PAGE ____

UNIT/S BEING TESTED ECONOMICS: THE SCIENCE OF SURVIVAL/CONSUMPTION

DATES OF TESTING	SCHOOLS (B) Bureau (P) Public (M) Mission	TEACHERS and subjects taught	GRADE	SECTIONS	GROUPING	STUDENTS MALE	FEMALE	NON-INDIAN	INDIAN	TRIBE	TOTAL
Nov.14 to --	Eagle Butte Boarding School Eagle Butte, S.D. (B & P)	Mrs. Sandra Fox (B) English	10	A	mixed	11	11	6	16	Sioux	22
				B	mixed	13	6	2	17	Sioux	19
				C	mixed	15	4	3	16	Sioux	19
Nov.14 to --	"	Mrs. Thelma Peacock (B) American History	11	A	mixed	10	8	3	15	Sioux	18
Nov.14 to --	"	Mr. Lance Pecore (P) American History	11	A	bright/avg.	8	14	4	18	Sioux	22
Nov.14 to --	"	Mr. Richard Zephier Government		A	mixed	15	9	7	17	Sioux	24
				B	slow	6	5	3	8	Sioux	11
				C	bright	5	6	3	8	Sioux	11
SUB-TOTALS											
TOTALS	1	4	3	8		83	63	31	115	1	146

ECONOMICS: THE SCIENCE OF SURVIVAL

FIELD-TEST RESULTS

Field-test data concerning this sub-unit is limited, since the unit has been in the classroom only two weeks as of this writing. The uneasiness teachers evidenced in the beginning pointed out the need for a "Why study economics?" introduction to the unit. This has been included in the revised copy. Activity Six has also been changed to employ a letter from the Tribal Council President, rather than his personal appearance in the classroom, thus eliminating scheduling problems.

Included below is a diary of teacher introduction to the material and observation of activity in the classroom.

Field-Test Report: Eagle Butte Boarding School, Cheyenne River Reservation, Eagle Butte, South Dakota

Teachers: Mrs. Sandra Fox, Mrs. Thelma Peacock, Mr. Richard Zephier, Mr. Lance Pecore

Students: sophomores, juniors, and seniors, 8 sections, 00 students

Dates: November 12-14, 1969

Project NECESSITIES Staff contact: Candace Kovacic

(Staff Report)

The teacher had not received the sub-unit manuals until the morning of the day we arrived, Wednesday, November 12. They were, therefore, unable to begin teaching until Friday. I spent an hour and a half with each teacher going through the manual activity by activity. The teachers themselves asked me to meet with them again after they had read the materials. We discussed Activity One in detail. The teachers remarked how necessary an economics unit is for the students.

Although they wanted me to teach the first lesson, I remembered the comments of our developmental specialist, Tom Cracas, about creative inputs versus mimicking, and convinced the teachers to teach the first class. All three of the teachers were nervous, probably because of the combination of new material and an observer in their classroom, but they handled the material well. They had all read the narrative carefully, and followed its example. For the most part, however, they also added their own inputs which will be elaborated below.

Activity One in the classroom, November 14:

Mrs. Fox (sophomores)

Time: 35 minutes

Mrs. Fox spent fifteen minutes demonstrating use of the index. She tended to rush slightly because she was nervous. Despite the nervousness, she retained good rapport with the students. She instructed students to mention items they saw. She put these items in four columns, which the students later entitled clothing, luxury/miscellaneous, sporting, and household goods. The students were able to answer immediately when she asked why these goods were in different columns. "You are arranging them in categories," one girl said without hesitation. Mrs. Fox had the students turn to the index, asked them to look up "boots" as the narrative instructed, and then asked, "What's the last kind of boot?" She also explained that when classifying goods, specific items are often indented under class headings. This was incorporated in the revised narrative. I had been unaware that these students were unfamiliar with outlining techniques.

The students enjoyed choosing team names, which Mrs. Fox recorded on the blackboard. It took the students seven minutes to read the instructions and choose a team name. The students were shy at first, but once they began playing the game, they became excited, worked quickly, and took the game seriously. The first team finished eight minutes after they had turned in their team name. They browsed through the catalog while the other teams finished. All were done five minutes later.

An exciting aspect of the game was that every student participated actively, including one student who had been sitting by himself in a corner during my previous observation. Mrs. Fox told me that he never speaks to anyone nor takes part in lessons. Mrs. Fox had arranged the teams alphabetically. By an alphabetical accident two rivals were members of the same team. "They worked together beautifully," Mrs. Fox told me.

After the game had ended, Mrs. Fox asked the winning team why they had won. "We hurried," was their first response, but Mrs. Fox pushed the question and they explained their procedure. "We each picked one item," one student said. "What is the word for that?" Mrs. Fox asked. "Organization," one student replied. This discussion was included in the revised narrative. The rest of the period the students were allowed to browse through the "Wish Book," as they call the catalog.

Mrs. Fox plans to give the students English work sheets and to intersperse the economics activities, as well as any extra time, with English lessons. The other teachers plan to do the same in their subject areas.

Mr. Zephier (seniors)

Time: One hour

Mr. Zephier, too, exhibited nervousness, but conducted his class more confidently than Mrs. Fox. At first he mistakenly combined Activity One with Activity Three by asking the students to mention, about specific goods, whether they would like to own them or not. By asking the students to tell him what they would like, he made the students reluctant to mention goods, as they wished to select items that both the teacher and their peers would approve of. Mr. Zephier was more relaxed with the students than the other teacher and spent half an hour with this part of the activity. He recorded more items on the board than Mrs. Fox had. He listed clothing, sporting goods, furniture, musical instruments, car equipment, household appliances, luxuries and miscellaneous items as heading titles. Because he had many columns with many items in each, one girl asked, "How come you're writing in columns?" He told her that they would soon find out.

The teams in this class were chosen by drawing names from a box. The game again took ten minutes, with every student actively involved. We discovered that confusion would be avoided if each card in the set had a labeled space in which the students could put their team name. Mr. Zephier also asked the winning team why they won. "We each took one item and then we each checked the item with the person next to us," was the reply. From here Mr. Zephier discussed organization and how working together can get things accomplished faster than working individually. This discussion of the efficiency of interdependence was worked into the revised narrative. In this class, the activity took the entire period.

Mrs. Peacock (juniors)

Time: 30 minutes

Mrs. Peacock had some difficulty putting goods into classification columns because she did not list enough columns. To make this task easier for the teachers, a long list of column headings might help clarify the activity. The data gathered from Mr. Zephier's class worked well here. Once the students became involved in the game, it went well. While the game was in progress one student asked, "What are time payments?" Mrs. Peacock brushed this off, but a discussion could be held after the game to define any terms on the cards that are new to the students. This was added to the narrative. The lesson also took only half the period because Mrs. Peacock rushed. She seemed nervous.

Mr. Pecore was on leave so that I was unable to meet him or observe him at work in his class. Mr. Zephier introduced the economics materials in Mr. Pecore's class, as well as in his own.

Additional field-test results for Activities Two through Six were gathered from telephone conversations and a visit to the teachers by Project NECESSITIES Staff Member Sam Hedrick. In talking to teachers and students, Mr. Hedrick discovered that the material was more appropriate for the earlier grades than for seniors. To remedy this situation, the revised copy suggests that Activities Two and Three be combined for more advanced students. Optional, more advanced material has also been added to some of the narratives.

Activity Three becomes boring by the time the students begin to analyze the "Goods Wanted and Needed Least" forms. Mrs. Fox found that it was best to list those goods, but not to discuss the chart further. This, too, was included in the revised copy. All of the teachers found that the students were shy in Activity Four during the formal presentations of the advertisements. During the selling activity, however, the students became salesmen and real persuasion took place. The teachers all believed that the most persuasive teams actually won. For Activity Five, the teachers mimeographed the list of advertising techniques and had the students analyze advertisements on their own. The students enjoyed this. Student comments, gathered from all classes (including the seniors), indicate that the students find a "real life" value in Activity Six. As the activities continue in this form and become more difficult, early motivational problems should be eliminated.

Conclusion

It is difficult to give valid and complete field-test results at this time. As has been noted, Project NECESSITIES curriculum is not the only variable in the testing situation. The other important unknown in the equation is teacher ability. Holding that constant at this point, I can say from my observations and phone conversations with the teachers that both the teachers and most of the students seem to be enjoying the material. All students are performing the specified assignments and enjoy the competitive aspects of the games. They find the Tribal Council guideline activities make the assignments relevant and worth studying. They enjoy working in groups. Minor changes have been made in the unit narrative as a result of teacher observations. These changes have been noted above.